



Child Care and Development Fund (CCDF) Plan

For

State/Territory: **Georgia**

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013

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PART 1

ADMINISTRATION

This section provides information on how the CCDF program is administered, including the designated Lead Agency, funding information, the administrative structure, program integrity and accountability policies and strategies, coordination efforts, and emergency preparedness plans and procedures.

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: **Department of Human Services**

Address of Lead Agency: **2 Peachtree Street NW
Suite 29-250**

Atlanta Ga. 30303-3142

Name and Title of the Lead Agency's Chief Executive Officer:

Clyde L. Reese, III, Esq, Commissioner

Phone Number: **404-651-6314**

Fax Number: **404-651-8669**

E-Mail Address: **creese@dhr.state.ga.us**

Web Address for Lead Agency (if any): **dhr.georgia.gov**

1.1.2. Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: **Mona Jackson**

Title of CCDF Administrator: **Project Director**

Address of CCDF Administrator:

Division of Family and Children Services, Child Care Unit

Two Peachtree St., NW, Suite 21-293

Atlanta, GA 30303-3142

Phone Number: **404-657-3434**

Fax Number: **404-657-3489**

E-Mail Address: **mdjackso@dhr.state.ga.us**

Web Address for Lead Agency (if any):

http://dfcs.dhr.georgia.gov/caps

Phone Number for CCDF program information (for the public) (if any):

404-657-3443

Web Address for CCDF program (for the public) (if any): _____

Web address for CCDF program policy manual: (if any):

www.odis.dhr.state.ga.us

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator: _____

Title of CCDF Co-Administrator: _____

Address of CCDF Co-Administrator: _____

Phone Number: _____

Fax Number: _____

E-Mail Address: _____

Description of the role of the Co-Administrator: _____

1.2 Estimated Funding

1.2.1. What is your expected level of funding for the first year of the FY 2012 – FY 2013 plan period? The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching):

\$162,580,261

Federal TANF Transfer to CCDF: **\$600,000**

Direct Federal TANF Spending on Child Care: **\$600,000**

State CCDF Maintenance-of-Effort Funds: **\$22,182,651**

State Matching Funds: **\$54,234,300**

Reminder – Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2. Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply. Territories not required to meet CCDF Matching and MOE requirements should mark ☐ N/A here.

Note: The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds: **State General Revenue Funds**

If known, identify the estimated amount of public funds the Lead Agency will receive: \$ 32,051,649

☐ Private donated funds to meet the CCDF Matching Funds requirement. Only private funds received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact, and type _____

If known, identify the estimated amount of private donated funds the Lead Agency will receive: \$ _____

☐ State expenditures for pre-k programs to meet the CCDF Matching Funds requirement. If checked,

Provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%): _____

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services: _____

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement: \$ _____

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: _____

☒ State expenditures for pre-k programs to meet the CCDF Maintenance of Effort (MOE) requirements. If checked,

☒ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%): 10%

If percentage is more than 10% of the MOE requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care: _____

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement: **\$ 22,182,651**
 Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents: The Lead Agency works closely with the Georgia Department of Early Care and Learning (DECAL), the state agency that administers Georgia's Pre-K Program, to ensure that the needs of working parents are met.

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results
Child care resource and referral services	\$6,500,000	Provide parent referrals; inclusion services; and technical assistance and professional development services for child care providers.	See Sections 3.3.8a and 3.3.9.
Infant toddler network	\$1,800,000	a) Provide technical assistance and training to professionals working with infants and toddlers. b) Develop a highly-interactive website for families and professionals.	a) Child care programs participating in technical assistance will achieve measurable quality improvements in infant and toddler care as measured pre- and post-technical assistance using the appropriate Environment Rating Scales. b) The website will be launched by January 2012 with content based on the <i>Program for Infant and Toddler Care</i> . Site will educate and inform families and early childhood educators.

Professional Development System	\$3,520,000	Registry, trainer and training approval; scholarships and incentives for early education professionals.	See Sections 3.2.8, 3.3.9 and 3.4.7.
Research and Evaluation	\$ 500,000	<p>a) Completing an early learning standards alignment; developing training on the revised standards.</p> <p>b) Inter-rater reliability project.</p> <p>c) Professional Development Study (Using other funding, including Race to the Top funds.)</p> <p>d) Pre-K Longitudinal Study (using other funds).</p> <p>e) Grade Level Reading Campaign Research (supplemented with other funds).</p>	<p>a) See Section 3.2.8.</p> <p>b) See Section 3.1.6c.</p> <p>c) Study will compare four different models of Professional Development, all based on the Classroom Assessment Scoring System, in sampled Georgia's Pre-K classrooms. All models align with increasing the quality and quantity of teacher child interactions. Study will help develop statewide professional development systems.</p> <p>d) Longitudinal Study will gauge the impact of Georgia's Pre-K programs with a representative sample. Study will measure classroom quality and child outcomes.</p> <p>e) Georgia is participating in the Annie E. Casey Grade Level Reading initiative. For this project we are measuring changes in Pre-K CLASS scores and Toddler CLASS scores for programs in five Grade Level Reading Districts. This project will help us develop advanced professional development for Toddler teachers and measure the success in the Pre-K professional development.</p>

Monitoring for Compliance	\$6,750,000	a) Provide technical assistance and monitoring to over 6,700 licensed and registered programs. b) Conduct site visits to over 1,500 unregulated child care settings that care for children who receive subsidies.	See Section s 3.1.3 and 3.1.7.
Inclusion Network	\$ 275,000	a) Lead statewide coordination efforts among IDEA Part B and C and other state service providers. b) Mentor and monitor the network of inclusion coordinators located in the child care resource and referral agencies who develop and provide training.	a) The Interagency Coordinating Council will meet quarterly. b) A minimum of 216 inclusion professional development training opportunities will be provided across the state annually; 80% of the participants will demonstrate increased knowledge based on pre- and post-tests.

1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- ☐ No, the Lead Agency will manage all quality funds directly,
- ☐ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities _____
- ☐ Yes, all quality funds will be distributed to local entities
- ☒ Other. Describe. **Per Georgia code, the Lead Agency distributes the quality funds to DECAL, which then administers the funds to enhance the quality, affordability, and accessibility of early care and education services to Georgia's children and families.**

1.3. CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Strategies to ensure effective internal controls include, but are not limited to:

- Case Accuracy Review Plans,
- Monthly case accuracy reviews conducted at the county and region level,
- Quarterly state CAPS office case accuracy reviews,
- Training (staff and child care providers),
- Field management meetings,
- State fiscal and program audits,
- MAXSTAR system reports,
- Community assessments,
- Message of the day for policy/system improvements (staff and child care providers),
- Provider newsletters and public web page communication.
- Legal and ethical disclaimers are included on invoices, certificates of care authorization and other documents where payments are reported, invoiced and issued.

The program has a Memorandum of Understanding with the Office of Inspector General. The purpose of the agreement is to provide funding and supervision of investigators used exclusively for CAPS client and/or provider investigations.

Quarterly meetings are scheduled with the Benefits Recovery Unit to discuss claims, policy, procedures, training and service improvement opportunities.

The state's Office of Audits conducts several audits of the child care program per year. The comprehensive reviews include case reviews, payments, the fiscal payment agent and contract reviews.

1.3.2 Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient** and **vendor**

(http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Conduct supervisory staff reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct data mining to identify trends	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Type of Activity	Identify Program Violations	Identify Administrative Error
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe _____

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error?

Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount \$75	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through repayment plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reduce payments in subsequent months	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish a unit to investigate and collect improper payments. Describe composition of unit The unit consists of 3 investigators and 1 supervisor operated under the Office of Inspector General who conduct investigations on clients and child care providers referred to their office, who are suspected of intentional program violations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe _____

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- ☐ None
☒ Disqualify client. If checked, please describe, including a description of the appeal process for clients who are disqualified

Clients who wish may file for an appeal with the Office of State Administrative Hearings to have their case heard before an administrative judge. The judge will review the program policies and the documentation submitted by the client before rendering a decision

- ☐ Disqualify provider. If checked, please describe, including a description of the appeal process for providers who are disqualified _____
☐ Prosecute criminally
☐ Other. Describe. ____

1.3.6. Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark ☐ N/A here.

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
<ul style="list-style-type: none"> • On-going Staff Training Sessions • On-going Case Record Reviews • Automation/System Edits and Reports • Program Policy Review and Streamline 		The Childcare and Parent Services (CAPS) program has instituted refresher training classes for veteran child care staff and managers. These targeted trainings focus on issues found before and during the case record review, including specialized training sessions on subjects such as income calculations, continuing training in child care eligibility determinations, and ongoing authorizations. Training will continue to be held throughout the state during the current contract.	

		<p>The CAPS program will also continue to work with the Education and Training Section of the Agency to ensure that on-going training for new child care case managers and supervisors emphasize issues found during the current and on-going case audits as well as client eligibility determinations/authorizations and claims.</p> <p>The CAPS program staff has also revised the case accuracy review tool used by county supervisors and state-level field program staff to review cases. The tool was revised to reflect eligibility errors as defined by the ACF throughout the federal Record Review.</p>	
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1.4. Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1. Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/>	<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>Collaborative child care partners and agencies, child care providers, local county DFCS office representatives statewide, and DFCS regional staff were given preliminary notice of the development of the draft of the State Plan.</p> <p>The draft of the 2012-2013 State Plan is posted on the CAPS website for easy access. A link was posted on the CAPS website for users to submit comments directly to the Lead Agency. A link was also placed on the DHS Facebook page.</p> <p>Input and recommendations received from DECAL, DFCS agencies, and partners outside of government will be incorporated into the draft of the plan when feasible.</p>
For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.		
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>DHS requested pertinent information and holds quarterly meetings with DECAL, which administers Georgia's Pre-K Program.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>DECAL administers Georgia's Pre-K Program which employs an inclusion coordinator to work with children, families, and teachers to ensure that children with special needs receive appropriate Pre-K services. DECAL also employs a statewide inclusion coordinator to work with children, families, and child care providers to ensure that children from birth to age three receive appropriate preschool services. Both inclusion coordinators work with other state and local agencies to ensure services are accessible for children ages birth to 18 who have special needs.</p>

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	DHS requested pertinent information, agreed on goals, and holds quarterly progress meetings with DECAL.
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	DECAL houses the Head Start Collaboration Office. DHS requested pertinent information and holds quarterly progress meetings with DECAL.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	DECAL, the lead agency for the State Advisory Council, has worked closely on the CCDF Plan with DHS, the lead agency for the Plan.
<input type="checkbox"/>	Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
<input type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	DECAL, The lead agency for CACFP has worked closely on the CCDF Plan with DHS, the lead agency for the plan.
<input type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
<input type="checkbox"/>	State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	
<input type="checkbox"/>	State/Territory agency responsible for child welfare	
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives	
<input checked="" type="checkbox"/>	State/Territory agency responsible for employment services/workforce development	DHS requested pertinent information, assessed and evaluated goals, and holds progress meetings with TANF.
<input checked="" type="checkbox"/>	State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	DHS requested pertinent information, assessed and evaluated goals, and holds progress meetings with TANF.
<input type="checkbox"/>	Indian Tribes/Tribal Organizations <input type="checkbox"/> N/A: No such entities exist within the boundaries of the State	
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	
<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	The Parent/Provider Advisory Council was given preliminary notice of the development of the draft of the State Plan.
<input checked="" type="checkbox"/>	Parent groups or organizations	The Parent/Provider Advisory Council was given preliminary notice of the development of the draft of the State Plan.

Agency/Entity		Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	Quality Care for Children, a child care resource and referral agency was given preliminary notice of the development of the draft of the State Plan.
<input type="checkbox"/>	Other	

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description should include:

- a) Date(s) of notice of public hearing: **04/11/2011** **Reminder - Must be at least 20 days prior to the date of the public hearing.**
- b) How was the public notified about the public hearing?

A public notice was sent to newspapers around the state to announce public hearings would be held regarding Georgia's 2012-2013 CCDF State Plan. The notice included the web address that listed all the dates and sites of the hearings.

Notice of the public hearing was also placed on the DHS Facebook page and DHS Twitter site.

Resource and referral agencies (R&R) and county DFCS offices received notice of the hearings and flyers to post that advertised the hearings. These agencies also received electronic versions of the draft of the plan to print and distribute as needed. Staff at the R&R agencies and DFCS offices were encouraged to inform parents, providers, and others interested in child care issues about the public hearings in their areas and that Spanish interpreters were scheduled to be available at the public hearings.

- c) Date(s) of public hearing(s): _____ **Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).**

Public hearings were conducted during the period of May 7, 2011 through June 23, 2011.

- d) Hearing site(s):

5/07 Duluth, GA
6/14 Savannah, GA
6/20 Atlanta, GA
6/21 Macon, GA

6/23 Albany, GA

- e) How was the content of the Plan made available to the public in advance of the public hearing(s)?

Letters and e-mails were sent to collaborative partners, government agencies, advocacy groups, etc. announcing the hearings. Attached to the e-mails was an electronic version of the draft of the state plan. The hearing notice and dates were also posted on the Childcare and Parent Services website (<http://www.dfcs.dhr.georgia.gov/caps>) and on the DHS Facebook and Twitter pages.

- f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan?

After the conclusion of the public hearing, comments and recommendations are recorded and incorporated into the draft of the plan when feasible.

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

Public hearing notices were translated in Spanish, and interpreters were available at each hearing. Public hearings were held in the evenings and weekends to accommodate parent and provider work schedules. Individuals could also submit comments electronically directly to the Lead Agency by utilizing a link posted on the Childcare and Parent Services website (<http://www.dfcs.dhr.georgia.gov/caps>) and on the DHS Facebook and Twitter pages.

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)).

Definition - Coordination involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

	Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
<input checked="" type="checkbox"/>	Representatives of general purpose local government (required) This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.	The Lead Agency partners with Georgia's Pre-K Program (housed at DECAL) to increase wrap-around care for Pre-K children eligible for CCDF. The two departments are coordinating efforts to increase the number of slots in wrap-around programs that are of higher quality. Georgia's Pre-K Program is offered in public schools as well as private child care learning centers.	Increased number of CCDF-eligible children who are served in wrap-around care.
<input checked="" type="checkbox"/>	State/Territory agency responsible for public education (required) This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21 st Century Community Learning Centers), or higher education.	See above for response.	See above for response.

<p>Agency/Entity (check all that apply)</p>	<p>Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services</p>	<p>Describe the goals or results you are expecting from the coordination</p> <p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p>
<p><input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)</p>	<p>The DHS Afterschool Services program partners with community-based organizations and schools throughout Georgia by funding afterschool and summer programs offering services to youth, ages 6 – 19 years.</p> <p>The DHS Afterschool Services program, in collaboration with the state Child Care Unit, established a referral process through local county DFCS offices that provides eligible families access to participating afterschool and summer programs.</p>	<p>This collaboration is expected to strengthen Georgia families and expand services available to school age youth.</p>
<p><input checked="" type="checkbox"/> State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>The Lead Agency and the Department of Community Health are members of the State Advisory Council whose mission is to coordinate services to children, including immunizations and children's social and emotional health.</p>	<p>One of the State Advisory Council's goals is to develop and implement a comprehensive plan with a road map for improving Georgia's early childhood system. The plan will address child health.</p>

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p> <p>Coordination between the Office of Family Independence (OFI) Unit responsible for TANF/Employment Services and the Childcare and Parent Services program is ongoing.</p> <p>The OFI Child Care Unit and TANF Unit work together to provide TANF customers access to seamless child care services to support state approved work, education, and training activities.</p> <p>TANF customers who need child care to comply with their personal work plans receive priority when funds are limited.</p>	<p>Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.</p> <p>This collaboration is expected to yield affordable child care services for TANF customers who need child care to meet the TANF work participation requirements.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)</p>	<p>See above for response</p>
<input type="checkbox"/>	<p>Indian Tribes/Tribal Organizations (required)</p> <p><input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State</p>	

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.	
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery			
<input checked="" type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)	DHS and DECAL regularly communicate about licensing requirements, noncompliant programs and efforts to improve health and safety of child care programs.	Increased percentage of child care providers who are compliant with state rules and coordinate service provisions. Improved communication between DHS and DECAL.
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	DHS and DECAL regularly communicate about Head Start requirements, updates, and policy issues to improve coordinated services for children in Head Start programs.	Improved and aligned eligibility policies, blended funding, and resources shared across agencies maximize the number of children receiving services.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	Representatives from DHS serve on the State Advisory Council to help ensure coordination of services.	The Council's work is informed by and aligned with the work of DHS.
<input checked="" type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	DHS coordinates with DECAL, the state agency that administers CACFP, to allow informal providers (kith, kin and neighbor care) to participate in CACFP.	Nutritious meals are available to children in subsidized care with informal providers.
<input checked="" type="checkbox"/>	State/Territory agency responsible for programs for children with special needs This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs	Babies Can't Wait (BCW) is Georgia's statewide interagency service delivery system for infants and toddlers with developmental delays or disabilities and their families. BCW is established by Part C of the Individuals with Disabilities Education Act, which guarantees all eligible children, regardless of their disability, access to services that will enhance their development.	DHS partners with BCW to ensure that families have access to the services needed to enhance their child's development and that training is available to ensure that professionals who work with children and families have up-to-date information.
<input type="checkbox"/>	State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant		

Agency/Entity (check all that apply)		Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
<input type="checkbox"/>	State/Territory agency responsible for child welfare		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.
<input type="checkbox"/>	State/Territory liaison for military child care programs or other military child care representatives		
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21		
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)		
<input type="checkbox"/>	Provider groups, associations or labor organizations		
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

- ☐ Yes. If yes,
- Provide the name of the entity responsible for the coordination plan(s):
 - Describe the age groups addressed by the plan(s):
 - Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☐ Yes

☐ No
 - Provide a web address for the plan(s), if available: _____
- ☒ No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

☒ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

The Georgia State Advisory Council on Early Childhood Education and Care (Council) was created by executive order of Governor Sonny Perdue on September 30, 2009. Bright from the Start: Georgia Department of Early Care and Learning was designated to be the lead/fiscal agency for the Council. The children impacted by the work of the Council range in age from birth to age five. The legislation specifies certain members to serve on the Council to make recommendations on a defined set of topics. Currently, a representative from the Lead Agency serves on the Council.

The Georgia State Advisory Council has identified six projects to help meet its objectives: 1) developing a comprehensive plan with a road map for improving Georgia's early childhood system; 2) developing a plan for improving staff quality and higher education capacity; 3) improving the quality of program oversight and monitoring; 4) improving follow-up from health screening; 5) developing resources to empower parents; and 6) unifying and coordinating early childhood data. DECAL is the lead agency on all projects except the health screening project, which is lead by the Department of Public Health. Georgia intends to apply for the Race to the Top-Early Learning Challenge Grant address the comprehensive plan and to meet the state's comprehensive, coordinated and ambitious reform agenda and goals for early care and education. Governor Nathan Deal has designated DECAL as the lead agency.

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☐ Other.

Describe _____

☐ None

1.5.4. Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

☒ Yes. If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership

Georgia continues to pursue creative approaches to involve the private sector in meeting child care needs. The state Child Care Unit established an advisory panel comprised of parents, child care providers, resource and referral staff, and child care staff from the state and county level. This collaboration allows parents and providers to participate with a diverse group in decision making regarding strategies to increase the

availability, accessibility, and affordability of child care in Georgia prior to implementation.

In addition, DECAL promotes public-private sector collaboration on child care issues and encourages partnerships by:

Funding the statewide network of Child Care Resource and Referral (CCR&R) agencies. The CCR&Rs (www.gaccrra.org) expand partnerships through their outreach efforts in the communities where they are located. These efforts include work site exhibits and presentations to educate and provide resources to help meet the child care needs of a company's employees. CCR&Rs schedule community advisory committee meetings where representatives from their region's corporate community provide advice, learn about resources, and offer other resources to support their communities.

Partnering and contracting with private child care learning centers to provide Pre-K services. Georgia's Pre-K Program is offered free to all four-year-old children regardless of parental income. A variety of organizations provide Pre-K services, among them private non-profit and for-profit child care learning centers, public and private elementary schools, Head Start sites, military bases, and postsecondary vocational-technical institutions.

Encouraging private sector collaboration and support for the implementation of the new voluntary quality rating and improvement system (QRIS). DECAL is completing the design and implementing a QRIS for early care and education within the next two years. The department has, in conjunction with state and national stakeholders and experts, been exploring various models for a QRIS since 2006. This effort to enhance quality is based, in part, on research conducted by the FPG Child Development Institute at the University of North Carolina at Chapel Hill which revealed: (1) on average, center-based child care across Georgia was of "low" to "medium" quality; (2) the quality of care for infants and toddlers was lower than the quality of care for preschoolers; and (3) over three quarters of family home-based child care providers were rated as low quality. DECAL is engaging the business leaders and foundations to promote and support the QRIS.

☐ No.

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum

(CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:
http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

Although not the lead agency, DECAL licenses child care learning centers and group day care homes and registers family day care homes. Each center and home is required by state rules to have and implement a written plan for handling emergencies, including but not limited to, severe weather, loss of electrical power, or loss of water.

The Lead Agency is collaborating with other state agencies, private, non-profit, and disaster preparedness groups to formulate a plan to ensure that child care and early childhood programs are included in the planning, response, and recovery efforts.

- ☐ **Developed.** A plan has been developed as of **[insert date]** and put into operation as of **[insert date]**, if available. Provide a web address for this plan, if available: _____
- ☐ **Other. Describe:** _____

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☐ Emergency preparedness regulatory requirements for child care providers
- ☒ Provision of temporary child care services after a disaster
- ☐ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

This section focuses on the child care assistance program. Lead Agencies are asked to describe their efforts to inform parents about the CCDF subsidy program and application policies and procedures, eligibility criteria, how Lead Agencies ensure continuity of care and parental choice of high quality settings for families, and sliding fee scale and payment rate policies and procedures.

2.1. Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

- ☒ Eligibility rules and policies (e.g., income limits) are set by the:
- ☒ State/Territory
 - ☐ Local entity. If checked, provide the name(s) of the local entity _____
 - ☐ Other. Describe: _____
- ☒ Sliding fee scale is set by the:
- ☒ State/Territory
 - ☐ Local entity. If checked, provide the name(s) of the local entity _____
 - ☐ Other. Describe: _____
- ☒ Payment rates are set by the:
- ☒ State/Territory
 - ☐ Local entity. If checked, provide the name(s) of the local entity _____
 - ☐ Other. Describe: _____

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities	Agency (Check all that apply)
Who determines eligibility?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____
Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: _____	<input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations

Implementation of CCDF Services/Activities	Agency (Check all that apply)
	<input type="checkbox"/> Other. Describe. _____
Who assists parents in locating child care (consumer education)?	<input checked="" type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input checked="" type="checkbox"/> Community-based organizations <input type="checkbox"/> Other. Describe. _____
Who issues payments?	<input type="checkbox"/> CCDF Lead Agency <input type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency. Describe. _____ <input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input checked="" type="checkbox"/> Other. Describe. <u>Private provider payment contractor: MAXIMUS Inc.</u>
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)	Payments for child care services are paid to the provider using MAXIMUS Inc, a private provider contractor. Payments are transferred electronically to the providers.
Other. List and describe: _____	

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☒ CCDF Lead Agency
- ☒ TANF offices
- ☒ Other government offices
- ☒ Child care resource and referral agencies
- ☐ Contractors
- ☒ Community-based organizations
- ☐ Public schools
- ☒ Internet (provide website): <http://www.dhr.georgia.gov/portal/site/DHS>
- ☒ Promotional materials
- ☒ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television

- ☒ Print media
☐ Other. Describe: ____

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
☒ By mail
☐ By Phone/Fax
☒ Through the Internet (provide website) www.COMPASS.GA.GOV
☐ By Email
☐ Other. Describe: ____

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

DECAL is mandated by state law to “promote consumer education to parents to help them select child care thorough the expansion of child care resource and referral agencies.” DECAL administers Georgia’s child care resource and referral system, which provides high-quality, family-friendly consumer education and referrals; develops and maintains a computer database for collecting, analyzing, and reporting data; builds upon and supports the system of early care and education, including school-age care; and develops local partnerships. Families obtain free referrals from the statewide Parent Referral Center by calling 1-877-ALL-GA-KIDS or accessing the website: <http://www.qualitycareforchildren.org/>.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory. For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

DECAL has initiatives in place that promote increased quality. Several of these initiatives have been created using the American Recovery and Reinvestment Act (ARRA) funds. Some of these initiatives have used the state's nationally renowned Pre-K program as a foundation. These initiatives include:

- a) Access to online learning modules for programs participating in DECAL's quality initiatives.
- b) The SCHOLARSHIPS and INCENTIVES programs.
- c) The Infant Toddler Network.
- d) The Georgia Early Care and Education Professional Development System.
- e) Educating service staff on the benefits of children participating in quality child care environments.

DECAL will implement a voluntary QRIS to increase quality in child care settings statewide. The QRIS is will:

- a) Employ a research-based set of tiered program standards for child care learning centers, group day care homes, and family day care homes.
- b) Support child care programs and early childhood professionals to encourage participation and to improve quality.
- c) Promote accountability by monitoring to determine how well the programs meet standards, assign ratings, and verify on-going adherence to the standards.
- d) Provide a framework for educating parents about the importance of quality in early care and education and school-age care settings and inform families and the public of the ratings.

Implementing a QRIS in Georgia will equip:

- a) Parents, including those who benefit from child care subsidies, to make informed decisions about child care based on the quality of service a child care provider offers.
- b) Providers to market their business using a quality designation recognized throughout the state.
- c) Policymakers to monitor the quality of service being provided to Georgia's children and families, thus informing decisions about child care policy and allocation of resources.

DHS encourages child care programs to participate in these initiatives by publicizing them in the CAPS monthly newsletters sent to child care programs receiving subsidies.

2.2.5. How will the Lead Agency promote access to the CCDF subsidy program? Check the strategies that will be implemented by your State/Territory.

- ☒ Provide access to program office/workers such as by:
 - ☐ Providing extended office hours
 - ☐ Accepting applications at multiple office locations
 - ☒ Providing a toll-free number for clients
 - ☒ Other. Describe: **DHS website**
- ☒ Using a simplified eligibility determination process such as by:
 - ☒ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)

- ☐ Developing a single application for multiple programs
- ☒ Developing web-based and/or phone-based application procedures
- ☒ Coordinating eligibility policies across programs. List the program names **TANF**
- ☒ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☐ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment). Length of time _____
- ☐ Other. Describe: ____
- ☐ Other. Describe: ____
- ☐ None

2.2.6. Describe the Lead Agency's policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Provide CCDF assistance during periods of job search. Length of time

Existing clients (non-TANF) who experience job loss due to company closing or layoffs may receive child care services for a maximum of eight weeks per occurrence to conduct job search.

- ☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)
- ☐ Synchronize review date across programs. List programs: ____
- ☒ Longer eligibility re-determination periods (e.g., 1 year) Describe

The recertification of client's current circumstances to determine eligibility and need for continued service is completed once within every 52 week period of a client's eligibility.

- ☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs. Describe ____
- ☒ Extend periods of eligibility for school-age children under age 13 to cover the school year. Describe

Families with school age children under the age of 13 who meet eligibility requirements are extended before and after school, holiday and teacher work day care.

- ☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment
- ☐ Targeted case management to help families find and keep stable child care arrangements

- ☐ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year
- ☐ Other. Describe _____
- ☐ None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Application in other languages
- ☐ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☒ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☒ Other: **Parent Referral Center offers referrals and resources in non-English languages.**
- ☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered

Paper and online applications are available in Spanish. Bi-lingual case managers in the field speak a variety of languages including, Spanish, Japanese, Korean,

The Agencies translation services offer translation services for over 60 languages.

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Informational materials in non-English languages
- ☒ Training and technical assistance in non-English languages
- ☐ CCDF health and safety requirements in non-English languages
- ☐ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☐ Other: ____
- ☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered _____

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a)) Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available WWW.COMPASS.GA.GOV

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input checked="" type="checkbox"/> Applicant identity	<ul style="list-style-type: none"> • Government issued Driver's license/I.D. Card • ID for health benefits or another assistance or social services program • Voter registration card • Wage stubs • Work or school ID • Documentation of verification of identity via SUCCESS
<input checked="" type="checkbox"/> Household composition	Client statement is accepted for household composition unless deemed questionable.
<input checked="" type="checkbox"/> Applicant's relationship to the child	Birth Certificates Legal documents showing legal custody
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Birth certificate, social security card
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Progress reports, grades, written statement from Registrar of program.
<input checked="" type="checkbox"/> Income	<ul style="list-style-type: none"> • Pay stubs or receipts for the most recent four weeks of earnings; • W-2 Forms; • Employer's wage records; • Personal income ledger or tablet (e.g., self-employment); • Quarterly income tax returns; • Annual income tax returns when presented in the January-March quarter; • Letter/statement from employer; • Documentation from other DFCS staff, such as the eligibility CM; • Form 809 or itemized statement completed by the employer.
<input type="checkbox"/> Other. Describe _____	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

☒ Time limit for making eligibility determinations. Describe length of time

30 calendar days

☒ Track and monitor the eligibility determination process

☐ Other. Describe ____

☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

☒ Yes. If yes, describe:

Families receiving or applying for TANF are not required to pay a sliding fee scale. All other policies and processes remain the same.

☐ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care. **NOTE:** The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:
State/Territory TANF Agency

Georgia's Division of Family and Children Services

b) Provide the following definitions established by the TANF agency.
• "appropriate child care":

Care that meets state's licensing/minimum health and safety standards, is available and meets the needs of the family and child.

- "reasonable distance":

Care that is within a 45-minute radius of the parent's home or work activity.

- "unsuitability of informal child care":

Care that does not meet state's minimum health and safety standards.

- "affordable child care arrangements":

Care in which the state participates at a minimum of 50% of the cost of care for the family and the provider accepts up to the maximum DFCS rate.

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

- ☒ In writing
- ☒ Verbally
- ☐ Other: ____

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

- *residing with* –

The person needing child care and the children for whom care is requested live in the same household

- *in loco parentis* –

Adult who has assumed responsibility for the care of a minor child.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from **birth** to **12 years** (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is under the age of 18. Provide the Lead Agency definition of *physical or mental incapacity* –

That which prevents, impairs, interferes with, or impedes life activities by placing limitations on an individual's ability to fully engage in skills, such as self-care, receptive and expressive language, learning, breathing, mobility, seeing, and self-direction. Children who meet the criteria for special needs may be subsidized up to age 18.

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18 years

Only for children who are physically or mentally incapable of self-care.

☐ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define “working” for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder – Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))

- *working*

Work performed by the parent, guardian or responsible person in exchange for federal minimum wages/salary. Employment is regular and predictable.

b) Does the Lead Agency provide CCDF child care assistance to parents who are attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

- ☒ Yes. If yes, how does the Lead Agency define “attending job training or educational program” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

- *attending job training or educational program* –

Active participation in an education or training activity as defined the agency/institution where the activity is offered. The application/client must make satisfactory progress as defined by the institution.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

- ☒ Yes. If yes, how does the Lead Agency define “protective services” for the purposes of eligibility? Provide a narrative description below.

Reminder – Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note – If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

- *protective services* –

Children under court ordered supervision. Critical Child Protective Services cases where child care services are needed to avoid eminent risks.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to

receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☒ Yes.
☐ No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define “income” for the purposes of eligibility? Provide the Lead Agency’s definition of “income” for purposes of eligibility determination. (§§98.16(g)(5), 98.20(b))

- *income* –

Monies gained from employment or from sources other than employment

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- ☒ Adoption subsidies
- ☒ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☒ Child support paid
- ☒ Federal nutrition programs
- ☒ Federal tax credits
- ☒ State/Territory tax credits
- ☒ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☒ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☐ Social Security Income
- ☒ Supplemental Security Income (SSI)(**Child Only**)
- ☐ Veteran’s benefits
- ☐ Unemployment Insurance
- ☒ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☐ Other types of income not listed above _____
- ☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☒ Children under age 18
- ☒ Children age 18 and over – still attending school
- ☒ Teen parents living with parents
- ☒ Unrelated members of household

- ☒ All members of household except for parents/legal guardians
☐ Other _____
☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	IF APPLICABLE	
			Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$3,047	\$2,590	\$1,387	46%
2	\$3,985	\$3,387	\$1,867	47%
3	\$4,923	\$4,185	\$2,347	48%
4	\$5,860	\$4,981	\$2,827	48%
5	\$6,798	\$5,778	\$3,307	49%

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

e) Will the Lead Agency have “tiered eligibility” (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

- ☐ Yes. If yes, **provide** the requested information from the table in 2.3.5d and **describe** _____.

Note: This information can be included in a separate table, or by placing a “/” between the entry and exit levels in the above table.

- ☒ No.

f) SMI Year 2011 and SMI Source Federal Register: May 12, 2010 (Vol 75, Number 91) Page 26780-26782

g) These eligibility limits in column (c) became or will become effective on:

September 4, 2010

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- ☐ 6 months
- ☒ 12 months
- ☐ 24 months
- ☐ Other. Describe _____
- ☐ Length of eligibility varies by county or other jurisdiction. Describe _____

b) Is the re-determination period the same for all CCDF eligible families?

- ☒ Yes.
- ☐ No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**
 - ☐ Families enrolled in Head Start and/or Early Head Start Programs. Re-determination period _____
 - ☐ Families enrolled in pre-kindergarten programs. Re-determination period _____
 - ☐ Families receiving TANF. Re-determination period _____
 - ☐ Families who are very-low income, but not receiving TANF. Re-determination period _____
 - ☐ Other. Describe _____

c) Does the Lead Agency use a simplified process at re-determination?

- ☐ Yes. If yes, describe _____
- ☒ No.

2.3.7. Waiting Lists

Describe the Lead Agency's waiting list status. Select **ONE** of these options.

- ☒ Lead Agency currently does not have a waiting list and:
 - ☒ All eligible families *who apply* will be served under State/Territory eligibility rules
 - ☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules
- ☐ Lead Agency has an active waiting list for:
 - ☐ Any eligible family who applies when they cannot be served at the time of application
 - ☐ Only certain eligible families. Describe those families: _____
- ☐ Waiting lists are a county/local decision. Describe _____
- ☐ Other. Describe _____

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations

Hearings are conducted by the Office of State Administrative Hearings (OSAH) for the CAPS program and are granted to any applicant/client who makes a timely request.

Applicants may challenge a decision about denial of services or the failure of the local county department to act upon his/her request with reasonable promptness. Clients may challenge decisions about denials, reductions, terminations, or other issues related to their subsidized child care case.

A hearing request is made either to the county department or OSAH. The request may be made orally or in writing. Oral requests must be followed with a written request within 15 calendar days.

The applicant/client must request a hearing within 30 calendar days of the date on the Form 62, Disposition and Parent Information, Form 111, Child Care Claim and Repayment Agreement, Form 113, Child Care Claims and Collection Notice or the effective date of any action resulting in the appeal. Applicants/clients are to complete Form 62 as the written request for a hearing.

The client must request a fair hearing within 10 calendar days from the date of the Form 62 for care to be continued or returned to the same status it was in prior to the action.

Exception: Where mass changes occur in CAPS due to federal or state policy, clients may request an administrative hearing. However, the clients are not entitled to benefits at the previous level while awaiting the outcome of the administrative hearing.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1. The attached sliding fee scale was or will be effective as of: 10/01/2007

2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?

☒ Yes

☐ No. If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

2.4.3. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.

- ☐ State Median Income, Year: _____
☒ Federal Poverty Level, Year: **2008**
☐ Income source and year varies by geographic region. Describe income source and year: _____
☐ Other. Describe income source and year: _____

2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- ☒ Fee as dollar amount and
 ☐ Fee is per child with the same fee for each child
 ☐ Fee is per child and discounted fee for two or more children
 ☐ No additional fee charged after certain number of children
 ☒ Fee per family
☐ Fee as percent of income and
 ☐ Fee is per child with the same percentage applied for each child
 ☐ Fee is per child and discounted percentage applied for two or more children
 ☐ No additional percentage applied charged after certain number of children
 ☐ Fee per family
☐ Contribution schedule varies by geographic area. Describe: _____
☐ Other. Describe _____

If the Lead Agency checked more than one of the options above, describe _____

2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

- ☒ Yes, and describe those additional factors:

The number of children receiving subsidy care is also used to calculate the amount of the family contribution.

- ☐ No.

2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE** of these options.

Reminder – Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of “protective services” (as defined in 2.3.4.a).

- ☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

- ☐ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee. The poverty level used by the Lead Agency for a family of 3 is: \$_____
- ☒ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:
- Children receiving care are in DFCS custody;
 - TANF applicant/recipient participates in an approved state activity;
 - Family's income is less than \$3,601.00;
 - Responsible person is a minor parent (under age 18)

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children with special needs Provide the Lead Agency definition of Children with Special Needs A child under the age of eighteen with a documented physical, behavioral, or mental condition who is not capable of self care	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe _____

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules
Children in families with very low incomes Provide the Lead Agency definition of Children in Families with Very Low Incomes Families who are eligible to receive TANF	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe _____	<input type="checkbox"/> Yes. The time limit is: _____ <input checked="" type="checkbox"/> No	<input type="checkbox"/> Different eligibility thresholds. Describe _____ <input type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe _____

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF?

(658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

Reminder - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- ☒ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
- ☒ Waive fees (co-payments) for some or all TANF families who are below poverty level
- ☒ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
- ☐ Other: _____

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b)) **Reminder** – Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Term(s)	Definition(s)
Grandparents raising Grandchildren GRG	Grandparents who are at least age 60 or under 60 and receiving SSI or RSDI; TANF Payee/Child only recipients and are raising grandchildren under 5 years

Children in DFCS custody	Children in the custody of the State of Georgia
Families with Critical Child Protective Services Cases	Cases where child care services address eminent risk to the child
Minor Parents	Parents under the age of 21 who are attending middle school, high school, or GED class full time
New Children in an existing CAPS case	A new child born to a family currently receiving CAPS
Natural Disaster Victims	As determined by the SCCU, victims of natural disaster

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate. (658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider
- ☒ After parent has selected a provider
- ☐ Other. Describe ____

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

- ☐ Certificate form provides information about choice of providers
- ☐ Certificate is not linked to a specific provider so parents can choose provider of choice
- ☒ Consumer education materials (flyers, forms, brochures)
- ☒ Referral to child care resource and referral agencies
- ☒ Verbal communication at the time of application
- ☐ Public Services Announcement
- ☒ Agency Website: <http://dfcs.dhr.georgia.gov/caps>
- ☒ Community outreach meetings, workshops, other in person activities
- ☐ Multiple points of communication throughout the eligibility and renew process
- ☐ Other. Describe ____

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

- ☒ Authorized provider(s)
- ☒ Authorized payment rate(s)
- ☒ Authorized hours
- ☒ Co-payment amount
- ☒ Authorization period
- ☐ Other. Describe ____

d) What is the estimated proportion of services that will be available for child care services through certificates? **99.5%**

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check “yes” if every provider is simply required to sign an agreement in order to be paid in the certificate program.

- ☒ Yes. If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

DHS participated in collaboration with public and private agencies to positively impact the lives of low-income families living in five communities in one of the largest urban counties in the state who have been severely impacted by the downturn of the economy. DHS issued a contract to a non-profit agency to purchase high quality child care for families participating in their employment/workforce training and asset building program.

An annual proposal detailing goals and intended outcomes is required to assess continued funding for this project

- ☐ No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
 - ☐ Programs to serve children with special needs
 - ☐ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
 - ☐ Programs to serve infant/toddler
 - ☐ School-age programs

- ☐ Center-based providers
- ☐ Family child care providers
- ☐ Group-home providers
- ☒ Programs that serve specific geographic areas
 - ☒ Urban
 - ☐ Rural
 - ☐ Other. Describe ____
- ☒ Support programs in providing higher quality services
- ☐ Support programs in providing comprehensive services
- ☒ Serve underserved families. Specify: ____
- ☐ Other. Describe ____

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

- ☒ Yes.
- ☐ No, and **identify** the localities (political subdivisions) and services that are not offered: ____

d) How are payment rates for child care services provided through grants/contracts determined?

Payment rates for child care services provided through grants/contracts are based on the reimbursement rates used in the regular CCDF funded child care program

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

The estimated proportion of direct services available for child care services through grants/contracts is less than .05%.

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31) Check the strategies that will be implemented by your State/Territory.

- ☐ Signed declaration
- ☐ Parent Application
- ☐ Parent Orientation
- ☒ Provider Agreement
- ☒ Provider Orientation
- ☒ Other. Describe:

State licensing and registration rules require unlimited access by parents to their children while in child care settings. Rules require that a sign be posted in a public place stating parents have access to all child care areas. Informal providers, who are not required to be licensed or registered, are also required to allow parents unlimited

access to their children. DFCS notifies informal providers of this requirement during enrollment.

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

☐ No

☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care? Check all limits the Lead Agency will establish.

☒ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act

☒ Restricted based on provider meeting a minimum age requirement

☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)

☐ Restricted to care by relatives

☐ Restricted to care for children with special needs or medical condition

☒ Restricted to in-home providers that meet some basic health and safety requirements

☐ Other. Describe ____

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

DECAL maintains electronic records of substantiated parental complaints about providers and makes these available to the public on the website at:

<http://www.dec.al.gov/ProviderSearch/SiteSearch.aspx?childcare=y&newsearch=y>

and upon request.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children equal access to comparable care.

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1. The attached payment rates were or will be effective as of: **July 2006**.

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

☒ Yes.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

- ☐ Policy on length of time for making payments. Describe length of time _____
- ☒ Track and monitor the payment process
- ☒ Other. Describe ____
- ☐ None

Contractual requirement with our provider payment services MAXIMUS states that payments must be made 7-10 business days after the receipt of a correct invoice.

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): **To be completed by 07/2011.**

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey **as Attachment 2.7.4.** For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

- ☐ Yes
- ☒ No

If no, list the MRS year that the payment rate ceiling is based upon _____

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and describe_____.

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

- ☐ Differential rate for nontraditional hours. Describe _____
- ☒ Differential rate for children with special needs as defined by the State/Territory. Describe _____

Reimbursement for children with special needs may be reimbursed at higher rates.

- ☒ Differential rate for infants and toddlers. Describe _____

Georgia has structured the reimbursements to providers so that care for infants and toddlers is reimbursed at the higher rates; for preschoolers at the moderate rates; and for school age children at the lower rate.

- ☒ Differential rate for school-age programs. Describe _____

Rates are lower for school age children.

- ☐ Differential rate for higher quality as defined by the State/Territory. Describe _____
- ☒ Other differential rate. Describe _____

Reimbursement for children in the custody of the state may be reimbursed at higher rates.

- ☐ None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees? Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- ☒ Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- ☒ Providers are allowed to charge registration fees
- ☒ Providers are allowed to charge for transportation fees
- ☒ Providers are allowed to charge for meals.
- ☐ Providers are allowed to charge additional incidental fees such as field trips or supplies
- ☐ Policies vary across region, counties and or geographic areas. Describe _____
- ☐ No, providers may not charge parents any additional fees
- ☐ Other. Describe _____
- ☐ None

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

- a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)) _____
- b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)) _____
- c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)) _____
- d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access _____

Note: Questions in regards to the Market Rate Survey will be included once the Market Rate Survey has been completed. The Market Rate Survey is expected to be completed and included in the State Plan no later than August 31, 2011.

2.7.10 Goals for the next Biennium – In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices)

The State Child Care Unit will focus on four primary areas:

- **Initiate educational sessions; provide media collateral and publications for case managers/field staff and parents on the importance of quality care environments. Build the capacity and availability of quality facilities in communities for subsidy families. In addition to education and public awareness efforts focus will be placed on internal program integrity strategies for funding maximization.**
- **Increase and build on opportunities to provide parent and provider outreach through social media, focus groups, an advisory council, trainings, community events, and interactive collaborative initiatives with community partners.**
- **Continue to build on information technology system enhancements and new innovations using technology which will include online web-based application submission, service renewals, and “check my benefits” as well as document imaging of paper records and verification submission, case eligibility, and provider payment and management services for clients, staff and providers. The current program delivery business process of case management will be reengineered to a process management model to more efficiently serve customers. The focus will be placed on streamlining the benefit delivery.**

Revisions to rate setting policies or practices

Review and assess the expanding definitions on protective services to be more inclusive of vulnerable populations for at risk families.

Part 3

Health and Safety and Quality Improvement Activities

In this section, Lead Agencies are asked to describe their goals and plans for implementation of child care quality improvement activities. Under the Child Care and Development Block Grant Act, Lead Agencies have significant responsibility for ensuring the health and safety of children in child care through the State/Territory's child care licensing system and establishing health and safety standards for children who receive CCDF funds. Health and safety is the foundation of quality, but is not adequate to ensure that programs and staff are competent in supporting all areas of child development and promoting school success.

Quality investments and support systems to promote continuous quality improvement of both programs and the staff who work in them are a core element of CCDF. Lead Agencies have been reporting on their efforts to support program quality improvement and professional development since their initial Plans in 1999. This section allows Lead Agencies to continue to describe the steps that they are taking toward continuous quality improvement with a goal of having high quality child care options across settings for all families. While one of the key goals for CCDF is helping more low-income children access higher quality care, the Lead Agency has the flexibility to consider its goals and strategic plans for a child care quality improvement system for all families, not just those receiving assistance under CCDF.

Part 3 is organized around a template of four key components of quality which encompass most of the quality investments and initiatives undertaken by Lead Agencies over the past decade:

1. Ensuring health and safety of children through **licensing and health and safety standards**
2. Establishing **early learning guidelines**
3. Creating pathways to excellence for child care programs through **program quality improvement activities**
4. Creating pathways to an effective, well-supported child care workforce through **professional development systems and workforce initiatives**.

For each component, Lead Agencies are asked to conduct a three-step process. First, in this section, Lead Agencies will conduct a self-assessment of their programs by responding to the questions in Part 3 that describe the current status of their efforts, using common practices and best practices to list characteristics that build off those that have been reported in previous plans. Second, Lead Agencies then are asked to identify goals for making progress during the FY 2012-2013 biennium and describe their data, performance measure and evaluation capacity for each component. Third, Lead Agencies will report progress on their goals using the Quality Performance Report which is included and described in Appendix 1. The QPR will not be submitted until December 31, 2012.

Based on information reported in past plans, it is expected that the Lead Agency will describe in these first two steps how they will continue to make systematic investments towards child care quality improvement across its early childhood and school-age spectrum – including all settings, geographic coverage and age range – that will help show progress toward these outcomes and goals. Ultimately, these child care quality improvement elements should be fully implemented and integrated. Each State/Territory is expected to fall on a continuum of progress as a result of these first two steps. Lead Agency’s individual progress will reported using the Quality Performance Report.

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☐ Yes.

☒ No. Please identify the State or local (if applicable) entity/agency responsible for licensing

Bright from the Start: Georgia Department of Early Care and Learning (DECAL)

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

Licensing requirements serve as minimum health and safety requirements for child care learning centers, group day care homes, and family day care homes.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?
Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are exempt from licensing in your State/Territory For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs. Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs and other programs where a fee is not charged are exempt from licensing.
Group Home Child Care <input type="checkbox"/> N/A. Check if your State/Territory does not have group home child care.	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs and other programs where a fee is not charged are exempt from licensing.
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing Child care programs operated by government agencies such as schools; Head Start programs; four-hour preschool programs; and some summer camp programs and other programs where a fee is not charged are exempt from licensing.
In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing Anyone who cares for less than three children is not required to be licensed.

Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website at <http://nrckids.org/> to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's.** ☒

d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online: <http://nrckids.org/stepping>

Indicator	For each indicator, check all requirements for licensing that apply, if any.			
	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
Do the licensing requirements include child:staff ratios and group sizes ? If yes, specify age group, where appropriate.	<input checked="" type="checkbox"/> Child:staff ratio requirement: Infants less than one year old or children under eighteen months who are not walking 1:6; maximum group size: 12. One year olds who are walking 1:8; maximum group size: 16. Two year olds 1:10; maximum group size: 20. Three year olds 1:15; maximum group size: 30. Four year olds 1:18; maximum group size: 36. Five year olds 1:20; maximum	<input checked="" type="checkbox"/> Child:staff ratio requirement: Infants less than one year old or children under eighteen months who are not walking 1:6. One year olds who are walking 1:8. Two year olds 1:10. Three year olds 1:15. Four year olds 1:18. Five year olds 1:18. Six years and older 1:18. <input type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement: (a) An employee who must be at least 16 years of age must be present to assist with supervision whenever: 1) more than three children under the age of 12 months are present; or 2) more than six children under the age of three years are present; or 3) more than eight children under the age of five years are present. <input type="checkbox"/> Group size requirement: <input checked="" type="checkbox"/> No requirements.	<input type="checkbox"/> Child:staff ratio requirement: <input type="checkbox"/> Group size requirement: <input checked="" type="checkbox"/> No requirements. In-home care providers are not licensed.

	<p>group size: 40.</p> <p>Six years and older 1:25; max. group size: 50.</p> <p><input checked="" type="checkbox"/> Group size requirement:</p> <p>Is listed above, is twice the ratio size.</p> <p><input type="checkbox"/> No requirements.</p>	<input checked="" type="checkbox"/> No requirements.		
Do the licensing requirements identify specific experience and educational credentials for child care directors?	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Not licensed
Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input type="checkbox"/> Other:	<input type="checkbox"/> High school/GED <input type="checkbox"/> Child Development Associate (CDA) <input type="checkbox"/> State/Territory Credential <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> No credential required for licensing <input checked="" type="checkbox"/> Other: Not licensed
Do the licensing requirements specify that directors and caregivers must	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours	<input type="checkbox"/> At least 30 training hours required in first year <input type="checkbox"/> At least 24 training hours

attain a specific number of training hours per year ?	per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 10 hours annually	per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 10 hours annually	per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: 10 hours annually	per year after first year <input type="checkbox"/> No training requirement <input checked="" type="checkbox"/> Other: Not licensed
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e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

☒ Yes. Describe

Increased director and teacher education credential requirements will become effective in December 2012.

☐ No

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Physical exam or health statement for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical exam or health statement for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tuberculosis check for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> DHS requirement to provide subsidized care
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health inspection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Safe sleep policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.			
<input checked="" type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR		<input checked="" type="checkbox"/>
	First aid		<input checked="" type="checkbox"/>
	Training on infectious diseases		<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)		<input checked="" type="checkbox"/>
	Medication administration		<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect		<input checked="" type="checkbox"/>
	Child development		<input checked="" type="checkbox"/>
	Supervision of children		<input checked="" type="checkbox"/>
	Behavior management		<input checked="" type="checkbox"/>
	Nutrition		<input checked="" type="checkbox"/>
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities		<input checked="" type="checkbox"/>
	Emergency preparedness and response		<input checked="" type="checkbox"/>
	Other. Describe 		
Group Home Child Care	CPR		<input checked="" type="checkbox"/>
	First aid		<input checked="" type="checkbox"/>
	Training on infectious diseases		<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)		<input checked="" type="checkbox"/>
	Medication administration		<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect		<input checked="" type="checkbox"/>
	Child development		<input checked="" type="checkbox"/>
	Supervision of children		<input checked="" type="checkbox"/>

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	Behavior management		<input checked="" type="checkbox"/>
	Nutrition		<input checked="" type="checkbox"/>
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities		<input checked="" type="checkbox"/>
	Emergency preparedness and response		<input checked="" type="checkbox"/>
	Other. Describe 		
Family Child Care Providers	CPR	<input checked="" type="checkbox"/>	
	First aid	<input checked="" type="checkbox"/>	
	Training on infectious diseases	<input checked="" type="checkbox"/>	
	SIDS prevention (i.e., safe sleep)		<input checked="" type="checkbox"/>
	Medication administration		<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect		<input checked="" type="checkbox"/>
	Child development	<input checked="" type="checkbox"/>	
	Supervision of children	<input checked="" type="checkbox"/>	
	Behavior management	<input checked="" type="checkbox"/>	
	Nutrition	<input checked="" type="checkbox"/>	
	Breastfeeding		
	Physical activity		
	Working with children with special needs or disabilities		<input checked="" type="checkbox"/>
	Emergency preparedness and response		<input checked="" type="checkbox"/>
	Other. Describe 		
In-Home Child Care Providers This is a DHS requirement for in-home providers who provide subsidized care. In-home providers are not required to be licensed.	CPR		<input checked="" type="checkbox"/>
	First aid		<input checked="" type="checkbox"/>
	Training on infectious diseases		<input checked="" type="checkbox"/>
	SIDS prevention (i.e., safe sleep)		<input checked="" type="checkbox"/>
	Medication administration		<input checked="" type="checkbox"/>
	Mandatory reporting of suspected abuse or neglect		<input checked="" type="checkbox"/>
	Child development		<input checked="" type="checkbox"/>
	Supervision of children		<input checked="" type="checkbox"/>
	Behavior management		<input checked="" type="checkbox"/>
	Nutrition		
	Breastfeeding		
	Physical activity		
	Working with children		

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
	with special needs or disabilities		
	Emergency preparedness and response		
	Other. Describe 		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii))(A))

- ☐ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- ☐ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- ☒ Relative providers are subject to certain requirements. Describe the different requirements

All informal child care providers who receive CAPS subsidies must complete a satisfactory criminal background check within six weeks of enrolling with CAPS to provide subsidized care.

Informal child care providers are also required to complete 8 hours of health and safety training per year and are required to maintain infant/toddler CPR certification.

e) Provide a web address for the State/Territory's health and safety requirements, if available:

<http://dec.al.ga.gov/ChildCareServices/RulesAndRegulations.aspx>

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

☒ Yes. If “Yes” please refer to the chart below and check all that apply.
☐ No

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe Only technical assistance and initial licensing visits are announced.	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe Only technical assistance and initial licensing visits are announced.	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe Only initial licensing visits are announced	<input type="checkbox"/> Once a Year <input checked="" type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe
<input checked="" type="checkbox"/> In-Home Child Care For DHS providers who are not required to be licensed	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe DHS providers are monitored within six weeks of enrollment in the program	<input checked="" type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input type="checkbox"/> Other. Describe

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the “Describe” box.

☒ Yes. If “Yes” please refer to the chart below and check all that apply.
☐ No

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes. Describe Prospective child care centers and group day care homes are required to have director attend 40 hours of training and a licensing orientation meeting prior to being licensed. Prospective family day care homes are required to have 20 hours

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
	of training and attend a registration orientation meeting.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to address violations found in an inspection.	<input type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections.
	<input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers.
	<input checked="" type="checkbox"/> Licensing staff verify correction of violation.
	<input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation.
	<input type="checkbox"/> No procedures in place.
	<input type="checkbox"/> Other. Describe
Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.	<input type="checkbox"/> Provisional or probationary license
	<input checked="" type="checkbox"/> License revocation or non-renewal
	<input checked="" type="checkbox"/> Injunctions through court
	<input checked="" type="checkbox"/> Emergency or immediate closure not through court action
	<input checked="" type="checkbox"/> Fines for regulatory violations
	<input type="checkbox"/> No procedures in place.
	<input type="checkbox"/> Other. Describe
The State/Territory has procedures in place to respond to illegally operating child care facilities.	<input checked="" type="checkbox"/> Cease and desist action
	<input checked="" type="checkbox"/> Injunction
	<input type="checkbox"/> Emergency or immediate closure not through court action
	<input type="checkbox"/> Fines
	<input type="checkbox"/> No procedures in place.
	<input type="checkbox"/> Other. Describe
The State/Territory has procedures in place for providers to appeal licensing enforcement actions.	<input checked="" type="checkbox"/> Yes. Describe Hearings with the Office of State Administrative Hearings
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other. Describe

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF

Revocation of a license/registration

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☒ Yes. If “Yes” please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the

State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

All directors of child care programs in Georgia are required by law to have a satisfactory national FBI background check. The law states that any felony charge and certain misdemeanors make the record unsatisfactory. All other employees in child care programs must have a satisfactory local/state background check and the same standards apply. Directors and employees with unsatisfactory background checks are not allowed, by Georgia law, to work in a child care program. Directors and other employees pay the cost of background checks. Directors and other employees may appeal the unsatisfactory background check determination to the Office of State Administrative Hearings.

☐ No

CCDF Categories of Care	Types of Background Check	Frequency
<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers Directors, teachers, and volunteers	<input type="checkbox"/> Child Abuse Registry The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe: <u>This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.</u>

CCDF Categories of Care	Types of Background Check	Frequency
<input checked="" type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home Directors, teachers, and volunteers	<input type="checkbox"/> Child Abuse Registry The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.</u>
<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home Directors, teachers, and volunteers	<input type="checkbox"/> Child Abuse Registry The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe

CCDF Categories of Care	Types of Background Check	Frequency
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.</u>
<input checked="" type="checkbox"/> In-Home Child Care Providers Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home Provider – this is a DHS requirement, not a licensing requirement, because these programs are not licensed.	<input type="checkbox"/> Child Abuse Registry The child abuse registry in Georgia was declared unconstitutional by the Georgia Supreme Court and no longer exists.	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input type="checkbox"/> Other. Describe
	<input type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Initial Entrance into the System <input type="checkbox"/> Checks Conducted Annually <input checked="" type="checkbox"/> Other. Describe <u>This information is obtained as part of the FBI background check for directors and the Georgia Crime Information Center check for employees.</u>

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? **N/A** (658E(c)(2)(E), §98.40(a)(2))

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other “search tools,” about child care program licensing status and compliance records?

☒ Yes. Describe

Parents and the public can utilize a search function on DECAL’s website to access licensing inspection reports, licensing rules, and available resources at www.dec.ga.gov .

☐ No

3.1.4 Describe the State/Territory’s policies for effective enforcement of the health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements. _____

3.1.5. Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities.

☐ Yes. Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes. Describe

☐ No

☐ Other. Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes. Describe

☐ No

☐ Other. Describe

☐ No

☒ Other. Describe

Though the state does not require developmental screenings, child care resource and referral agencies provide training and technical assistance to family and group day care homes and child care learning centers on the use of the *Ages and Stages Questionnaire* for developmental screening. In addition, the agencies have Inclusion Coordinators who work with programs and families to ensure that referrals are made and potential developmental delays are addressed.

The voluntary QRIS includes standards in the area of Child Health, Nutrition, and Physical Activity. Programs participating in the QRIS will describe and demonstrate how the program uses developmental screenings, makes referrals when needed, and follows-up on referrals.

3.1.6 Data & Performance Measures on Licensing and Health and Safety Compliance – What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) Data on licensing and health and safety. Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs. Describe (optional)

DECAL maintains the data.

☐ Numbers of programs operating that are legally exempt from licensing. Describe (optional)

☒ Number of programs whose licenses were suspended or revoked due to non-compliance. Describe (optional)

DECAL maintains the data.

☒ Number of injuries and fatalities in child care as defined by the State/Territory. Describe (optional)

DECAL maintains the data.

☒ Number of monitoring visits received by programs. Describe (optional)

DECAL maintains the data.

☒ Caseload of licensing staff. Describe (optional)

DECAL maintains the data.

☒ Number of programs revoked from CCDF due to non-compliance with health and safety requirements. Describe (optional)

MAXIMUS, the provider payment system, maintains the data.

☐ Other. Describe

☐ None

- b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

DECAL determines if child care programs are compliant with core licensing rules based on the rule violations found during monitoring visits.

- c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

DECAL is currently training and evaluating licensing staff for reliability. All licensing consultants are participating in a project that will measure the consistency of licensing findings between consultants and regions. Information will be used to refine the licensing instruments. Also, evaluation of a quality improvement project focused on low-performing child care programs is underway to determine the most effective interventions to improve compliance with health and safety rules.

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

Over the next two years, DECAL plans to reduce the number of centers classified as non-compliant by 20%. DECAL will continue to work on improving health and safety rules by researching best practices, evaluating the effectiveness of rules to prevent injuries, and soliciting stakeholder input. DECAL will also continue to implement improved technical assistance and training to assist child care programs with improving compliance with health and safety licensing rules.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning

guidelines for children? Check any early learning guidelines the State/Territory has developed.

- ☒ Birth-to-three
☒ Three-to-five
☒ Five years and older
☐ None. **Skip to 3.2.6.**

See 3.2.8.

If yes, insert web addresses, where possible:

Georgia Early Learning Standards for children birth-three years:
<http://dec.al.ga.gov/ChildCareServices/GeorgiaEarlyLearningStandards.aspx>

Georgia's Pre-K Content Standards:
<http://dec.al.ga.gov/Prek/ContentStandards.aspx>

Georgia Performance Standards for Kindergarten-12th grade:
<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>

Which State/Territory agency is the lead for the early learning guidelines?

DECAL

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Approaches to learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies knowledge and skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
English language development (for dual language learners)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
List any domains not covered in the above _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner? Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practitioners in elementary schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. List _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- ☐ To define the content of training required to meet licensing requirements
- ☐ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☐ To define the content of training required for the career lattice or professional credential
- ☐ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To develop State-/Territory –approved curricula
- ☐ Other. List _____
- ☒ None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Outcomes Framework
- ☒ Cross-walked to align with K-12 content standards
- ☒ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards
- ☐ Other. List
- ☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools – 1) ongoing assessment of children’s progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

- a) Are programs required to conduct ongoing assessments of children’s progress using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☒ Yes. Describe

Georgia’s Pre-K programs are required to use the Work Sampling System (WSS). Small changes have been made to WSS, with the publisher’s approval, to meet specific Georgia’s Pre-K requirements. Teachers are required to administer ratings twice a year. The ratings are then translated to a progress report for families.

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children’s needs?

☒ Yes. Describe

Teachers are trained to incorporate the assessment results into their lesson plans. Teachers are also trained to use the assessment results to individualize instruction.

- ☐ No
- ☐ Other. Describe

b-2) If yes, is information on child's progress reported to parents?

☒ Yes. Describe

WSS ratings are translated to progress reports which are shared with families twice a year.

☐ No

☐ Other. Describe

☐ No

☐ Other. Describe

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

☐ Yes. Describe

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☐ Yes. Describe

☐ No

☐ Other. Describe

c-2) If yes, are the tools used on all children or samples of children?

☐ All children. Describe

☐ Samples of children. Describe

☐ Other. Describe

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☐ Yes. Describe

☐ No

☐ Other. Describe

☐ No

☒ Other. Describe

Georgia's Pre-K students are assessed with the nationally recognized Work Sampling System (WSS). DECAL has been adding programs to the online version of the system, which will allow direct transfer of student data from Pre-K to Kindergarten teachers. The target date for all programs to use the online system is 2014. Georgia's Pre-K Program will be able to aggregate WSS data by 2014. For information on the WSS, see:
<http://www.dec.state.ga.us/PreK/PreKChildAssessmentProgram.aspx>.

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☒ Yes. Describe Students enrolled in Georgia's Pre-K Program receive a Georgia Testing Identification Number which links child data from Georgia's Pre-K Program to the Georgia Department of Education system.

☐ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning

Guidelines – What data elements, if any, does the State/Territory have access to on the dissemination of, implementation of, or children's attainment of the early learning guidelines? What, if any, performance measures does the State/Territory use for dissemination and implementation of the early learning guidelines? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children. Describe (optional)

At the end of each school year, the percentage of lead and assistant teachers in Georgia's Pre-K Program who have been trained on Georgia's Pre-K Content Standards can be measured.

☐ Number/percentage of child care providers trained on ELG's for infants and toddlers. Describe (optional)

☐ Number of programs using ELG's in planning for their work. Describe (optional)

☐ Number of parents trained on or served in family support programs that use ELG's. Describe (optional)

☐ Other. Describe

☐ None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

See 3.2.8.

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines and the progress of children in child care? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or

looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Currently, there is not an evaluation component connecting standards to children's progress. DECAL is exploring options for conducting a longitudinal study of Georgia's Pre-K Program beginning in the fall of 2011.

DECAL is using the Classroom Assessment Scoring System (CLASS) as a professional development tool. CLASS scores can be used aggregately to track quality improvements at the classroom level. Improvement at the classroom level indicates better instruction related to the standards. Information on the CLASS is available at: <http://www.teachstone.org/about-the-class/>.

3.2.8 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

DECAL is currently completing a standards alignment evaluation conducted by Sharon Lynn Kagan (Teachers College) and Catherine Scott-Little (UNC-Greensboro).

The purpose of the evaluation is to measure the vertical and horizontal alignment of the state's standards for children ages birth to eight years. The evaluation also looks at the alignment between Georgia's standards and the Head Start Standards, Common Core Standards and the WSS assessment. Following the evaluation, DECAL will achieve the following goals:

- 1) Revisions of the birth to three and Pre-K standards for better alignment (FY2012).
- 2) Develop training related to the standard revisions (FY2012).
- 3) For FY2013, 95% of Georgia's Pre-K lead and assistant teachers will be trained on the revised Pre-K standards.
- 4) For FY2013, 40% of child care learning centers will have at least 50% of applicable teachers participate in training related to the revised birth-three standards.

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

Many States have chosen to use targeted quality funds and other resources to develop a systematic framework for evaluating, improving, and communicating the level of quality in early childhood programs (i.e. QRIS). States and Territories will provide a self-assessment on current program quality improvement activities by responding to questions in this section and then describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to a

Quality Rating and Improvement System (QRIS) framework. QRIS refers to a systematic framework for evaluating, improving and communicating the level of quality in early childhood programs and contains five key elements:

1. Program standards
2. Supports to programs to improve quality
3. Financial incentives and supports
4. Quality assurance and monitoring
5. Outreach and consumer education

While not all States and Territories have developed or implemented a formal QRIS, all are pursuing quality improvement strategies that can be described within this framework (based upon previous CCDF Plans). Using this framework to organize this section allows States/Territories to report on their quality improvement activities systematically whether they have a QRIS or not. Over time, States and Territories are encouraged to work on linking their quality improvement initiatives and strategies across all of these elements, culminating in a comprehensive Quality Rating and Improvement System with adequate support for providers to attain higher levels of quality and transparency for parents and the community regarding the quality of child care.

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

DECAL has been researching and planning a quality rating and improvement system (QRIS) for Georgia for several years. Initially, DECAL convened a group of the state's early childhood education and care experts and stakeholders to identify what constitutes quality in early childhood settings. DECAL then commissioned a statewide study measuring quality in early childhood programs. The study, conducted by researchers at Frank Porter Graham Child Development Institute at the University of North Carolina, helped determine the measurability of the standards and indicators that were developed and that provide a representative snapshot of quality in early learning environments across the state (<http://decalfga.gov/BftS/ResearchStudyOfQuality.aspx>).

Since the completion of the study, DECAL has continued to work to create and test a model QRIS that will be used to gauge an early care and education program's movement toward higher quality. The QRIS was developed to provide a framework for improving, measuring, and supporting quality for all early care and education providers statewide. The QRIS builds on the current state initiative to align early childhood resources and systems, improve program standards and assessments, and support workforce development. The QRIS is scheduled to be implemented in January 2012.

3.3.1 Element 1 – Program Standards

Definition – For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☒ Ratios and group size
- ☒ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☒ Teacher/providers-child relationships
- ☒ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☒ Community relationships
- ☒ Administration and management
- ☒ Developmental screenings
- ☒ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☒ Cultural competence
- ☒ Other. Describe

Physical Activity

☐ None. If checked, skip to 3.3.2.

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☒ Children with special needs as defined by your State/Territory
- ☒ Infants and toddlers
- ☒ School-age children
- ☐ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☒ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other. Describe
- ☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

☐ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)

- ☐ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- ☐ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)
- ☒ Other. Describe

The standards have been cross-walked and are aligned with Georgia's Pre-K Program standards, the new federal Head Start Child Development and Learning Framework, and national accreditation standards. Programs that meet these standards should be able to meet many of the quality improvement standards once the system is implemented.

☐ None

3.3.2 Element 2 –Supports to Programs to Improve Quality

Definition – For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, skip to 3.3.3.

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Attaining and maintaining accreditation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input type="checkbox"/> None. Skip to 3.3.3.			

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☒ Program improvement plans
- ☒ Technical assistance on the use of program assessment tools
- ☐ Other. Describe

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

- ☐ Yes. Describe
- ☐ No
- ☒ Other. Describe

According to the plan, technical assistance will be a vital component of the QRIS.

3.3.3 Element 3 – Financial Incentives and Supports

Definition – For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, skip to 3.3.4.

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> Grants to programs to meet or maintain licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other. Describe <u>DECAL is developing financial incentives for the new QRIS which will offer incentives to help programs meet increasingly higher standards so that they can progress through the tiered system.</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input type="checkbox"/> None. Skip to 3.3.4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 – Element 4 - Quality Assurance and Monitoring

Definition – For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. The appropriate environment rating scales are used for pre- and post-assessments in DECAL-funded technical assistance projects to measure programs' gains. The Environment Rating Scales will also be used in the new QRIS.	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. The Classroom Assessment and Scoring System (CLASS) is used annually in a sample of Georgia's Pre-K classrooms. DECAL is currently working on key initiatives that will use the toddler version of the CLASS. These will be implemented in FY2012.	<input checked="" type="checkbox"/>	N/A	<input checked="" type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21 st Century Learning Center programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Describe, including frequency of assessments. Annually, Georgia's Pre-K Program uses checklists to ensure adherence to quality materials in the classroom, appropriate lesson plans and schedules, and reliable use of assessments.			
<input type="checkbox"/> Other. Describe 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None. Skip to 3.3.5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Other. Describe
- ☒ None

3.3.5 – Element 5 - Outreach and Consumer Education

Definition – For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

- ☐ Yes. If yes, how is it used?
 - ☐ Resource and referral/consumer education services use with parents seeking care
 - ☐ Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting
 - ☐ Searchable database on the web
 - ☐ Voluntarily, visibly posted in programs
 - ☐ Mandatory to post visibly in programs
 - ☐ Used in marketing and public awareness campaigns
 - ☒ Other. Describe DECAL is working with partners to identify symbols or simple icons which will be used to communicate the levels of quality to families, providers, and the public. The symbols will be

used when the new QRIS is fully implemented.

☐ No. If no, skip to 3.3.6.

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.

☐ Print

☐ Radio

☐ Television

☐ Web

☐ Telephone

☐ Social Marketing

☐ Other. Describe One of the State Advisory Council's goals is developing resources to empower parents. DECAL, as Lead Agency for the Council and administrator of the voluntary QRIS, will leverage and build on the Council's work to communicate the levels of quality to families, providers and the public.

☐ None

c) Describe any targeted outreach for culturally and linguistically diverse families. _____

3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5**, does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐ Participation is voluntary for _____

☐ Participation is mandatory for _____

☐ Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☒ No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☒ State/Territory is in the development phase

☐ State/Territory has no plans for development

☐ Other. Describe _____

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

☐ Child care centers

☐ Group child care homes

☐ Family child care homes

- ☐ In-home child care
- ☐ License exempt providers
- ☐ Early Head Start programs
- ☐ Head Start programs
- ☐ Pre-kindergarten programs
- ☐ School-age programs
- ☐ Other. Describe

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above, please describe

3.3.8 Data & Performance Measures on Program Quality – What data elements, if any, does the State/Territory currently have access to related to the quality of programs? What, if any, does the State/Territory use for performance measures on program quality improvement? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) **Data on program quality.** Indicate if the Lead Agency or another agency has access to data on:

- ☐ Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory. Describe (optional)
- ☐ Number of programs that move program quality levels annually (up or down). Describe (optional)
- ☐ Program scores on program assessment instruments. List instruments: Describe (optional)
- ☒ Classroom scores on program assessment instruments. List instruments: **Classroom Assessment Scoring System (CLASS)**
Describe (optional)
Georgia's Pre-K Program uses CLASS data to inform professional development and to monitor quality at the state level.
- ☒ Qualifications for teachers or caregivers within each program.
Describe (optional)
Georgia's Pre-K Program lead and assistant teachers are required to register with the Professional Development Registry. Head Start staff members providing direct care services to children are required to register with the Professional Development Registry. Direct care professionals in child care programs receiving funding in any form from DECAL are required to register with the Professional Development Registry. Professionals providing direct care to children in other child care

settings are not required to register with the registry but are strongly encouraged to participate.

- ☒ Number/Percentage of children receiving CCDF assistance in licensed care. Describe (optional)
The Lead Agency uses our private provider payment contractor, MAXIMUS, to determine the percentage of children receiving CCDF assistance.
- ☐ Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory
- ☒ Number/Percentage of programs receiving financial assistance to meet higher program standards. Describe (optional)
DECAL supports national accreditation facilitation projects that provide technical assistance, training, and funding to programs seeking to achieve national accreditation or become reaccredited. DECAL maintains data on the number of programs participating in these projects and the number that receive financial assistance to meet national accreditation standards.
- ☐ Other. Describe
- ☐ None

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

DECAL uses Classroom Assessment Scoring System (CLASS) scores and Pre-K teacher qualifications data for Georgia's Pre-K programs. DECAL tracks programs enrolled in the National Accreditation Facilitation projects that become accredited and reaccredited. When the quality continuum is implemented, DECAL will track the number and percentage of participating programs that move through one or more levels.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Using ARRA funds, DECAL has delivered intensive, hands-on support to child care programs identified as seriously non-compliant with health and safety rules. The objectives of the project are to: increase the compliance levels of child care programs identified as non-compliant; sustain compliance for a minimum of six months after the intervention; increase the instructional quality of teachers and directors through training; increase the professional growth and development for teachers; provide a model for DECAL for future quality improvement for child care programs (standardize the process) and the probability for long-term sustainability; and inform staff on how to best assist programs on a quality continuum. Over 600 child care learning centers, group day care homes, and family day care homes are participating in the project. Many of these programs serve children who receive subsidies. The services include intensive technical assistance and evaluation; training that addresses compliance, standards, and instructional best practices; physical plant improvements (if needed for compliance), and an incentive for maintaining an

improved level after six months of compliance. An evaluation of the project is being conducted.

In 2010, DECAL released two of three studies on the quality of child care in Georgia. In 2011, DECAL released the third study. These studies can be found at: <http://dec.al.ga.gov/BftS/ResearchStudyOfQuality.aspx>. DECAL is using the results of these studies to create benchmarks for on-going evaluations. This includes the use of the CLASS in Pre-K, other preschool settings that do not host Georgia's Pre-K Program, and toddler classrooms, and the environment rating scales. In most cases, DECAL is using non-representative samples of data from programs that choose to participate.

3.3.9 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each subsection in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

DECAL's Balanced Scorecard goals related to program standards are:

- a) Increase the quality in child care settings by measuring the attainment of national accreditation and the changes in the tier level within the QRIS which will result in an overall 10% improvement from the baseline by FY2014.
- b) Improve Pre-K Classroom Assessment Scoring System (CLASS) scored for the instructional support dimension by 20% by FY2014 from the baseline for existing teachers.

DECAL's Balanced Scorecard goal related to financial incentives and supports is:

- a) Increase the number of credentialed early care and education professionals as listed in the statewide Professional Development Registry by 100% from the baseline by FY2014. The SCHOLARSHIPS program assists early care and education professionals with tuition and mandatory fees and provides a support stipend directly to them as they pursue credentials or degrees in early childhood education or child development. The INCENTIVES program supplements the compensation of early care and education professionals to improve the professional qualifications for all staff working with children ages birth up to five years and to reduce turnover in the workforce.

DECAL's Balanced Scorecard goal related to quality assurance and monitoring is to lower health and safety violations in child care settings by 15% from the baseline by FY2014.

DECAL's Balanced Scorecard goal related to outreach and consumer education is to increase the parent feedback score by 10% from the baseline by FY2014.

3.4 Pathways to Excellence for the Workforce – Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States

and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

DECAL administers the Georgia Early Care Professional Development System in Georgia. The system consists of the Professional Development Registry, Training Approval, and Trainer Approval. The Professional Development Registry is managed by DECAL and credentials are evaluated and career levels are assigned by the Georgia Professional Standards Commission (PSC). The Georgia Early Care Professional Development System website is maintained for DECAL by the University of Georgia and houses the online application for Trainer Approval and Training Approval.

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition – For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. Skip to question 3.4.2.

☐ Other. Describe

If yes, insert web addresses, where possible:

www.training.decal.ga.gov/bfts/professionalDevelopmentCompetencies.doc.

This website houses the complete documents for the Professional Development Competencies and the Self-Assessment Tools for Competency and separate documents for the Early Care and Education – ECE Competencies; School-Age Care – SAC Competencies; Administration – ADM Competencies; Trainers – TRN Competencies; and Technical Assistance – TAP Competencies.

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- ☒ Child growth, development and learning
- ☒ Health, nutrition, and safety
- ☒ Learning environment and curriculum
- ☒ Interactions with children
- ☒ Family and community relationships
- ☒ Professionalism and leadership
- ☒ Observation and assessment
- ☒ Program planning and management
- ☐ Diversity
- ☒ Other. Describe
- Responsiveness to each child's needs**
- ☐ None

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)
- ☒ To define the content of training required for the career lattice or credential
- ☒ To correspond to the early learning guidelines
- ☐ To define curriculum and degree requirements at institutions of higher education
- ☐ Other. Describe
- ☐ None

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- ☒ Cross-walked with the Child Development Associate (CDA) competencies
- ☒ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- ☐ Cross-walked with apprenticeship competencies

☒ Other. Describe

Cross-walked with Early Childhood Education Competencies and Child Outcome Indicators in the Georgia Early Learning Standards and Georgia's Pre-K Content Standards.

☐ None

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe

Early Care and Education Competencies

☒ Providers working directly with children in family child care homes, including aides and assistants. Describe

Early Care and Education Competencies

☒ Administrators in centers (including educational coordinators, directors). Describe

Administrator Competencies

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe

Technical Assistance Provider Competencies

☒ Education and training staff (such as trainers, CCR&R staff, faculty). Describe

Trainers Competencies

☒ Other. Describe

School Age Competencies

☐ None

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

☒ Birth-to-three

☒ Three-to-five

☒ Five and older

☐ Other. Describe

☐ None

3.4.2 Workforce Element 2 - Career Pathways

Definition – For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☒ Yes. Describe

The Professional Development Registry is composed of 12 Career Levels.

Career Levels 1, 2, and 3 reflect entry-level ECE professionals. The career level is based upon high school education or GED and Early Childhood Education (ECE) training hours. These three levels meet requirements of teacher assistants in child care learning centers, and the ECE related coursework articulates to the attainment of the Child Development Associate (CDA).

Career Levels 4, 5, 6, and 7 consist of credentialed ECE professionals and define the educational requirements of Georgia's Pre-K Program assistant teachers and child care learning center lead teachers (12/2012). Career Level 4 is the Child Development Associate Certificate issued by the Council for Professional Recognition, the Professional Standards Commission Paraprofessional Certificate, or a degree from an accredited college in a non-ECE related field. Level 5 builds on those credentials and consists of the Technical Certificate of Credit in ECE, Infant/Toddler, Administration, School Age Care or a related field completed at an accredited Georgia technical college. Level 6 is the Technical College Diploma which builds academically on the Technical Certificate of Credit and articulates to Career Level 7, an Associate Degree in ECE or a related field.

Career Level 8 is a Bachelor's Degree in ECE or a related field.

Career Level 9 recognizes professional certification of ECE teachers. Career Level 10 is a Master's Degree in ECE or a related field. Career Level 11 is a Specialists Degree in ECE or Child Development. Finally, Career Level 12 is a Ph.D. in ECE or a related field.

Training, credentials, degrees, and coursework for the Career Levels must be in ECE, Child Development, or related areas of study. ECE-related credits and coursework reflect the body of knowledge valued in early care and education. While many professionals may have a degree in a field outside of ECE, the Career Levels recognize specific academic preparation in ECE. If a degree major is not ECE or Child Development, the transcript will be reviewed by the Georgia Professional Standards Commission for ECE-related credits or coursework. Degrees are considered ECE-related if the transcripts document a minimum of 15 semester hours or 25 quarter hours of ECE-related coursework

☐ No, the State/Territory has not developed a career pathway. Skip to question 3.4.3.

Insert web addresses, where possible:

b) Check for which roles, if any, the career pathways include qualifications, specializations or credentials.

- ☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe _____
- ☐ Providers working directly with children in family child care homes, including aides and assistants. Describe _____
- ☐ Administrators in centers (including educational coordinators, directors). Describe _____
- ☐ Technical assistance providers (including mentors, coaches,

consultants, home visitors, etc.). Describe _____

☐ Education and training staff (such as trainers, CCR&R staff, faculty). Describe _____

☐ Other. Describe _____

☒ None

c) Does the career pathways (or lattice) include specializations or credentials, if any, for working with any of the following children?

☒ Infants and toddlers

☒ Preschoolers

☐ School-age children

☐ Dual language learners

☒ Children with disabilities, children with developmental delays, and children with other special needs

☐ Other. Describe _____

☐ None

d) In what ways, if any, is the career pathway (or lattice) used?

☒ Voluntary guide and planning resource

☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13

☒ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13

☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)

☒ Required placement for participation in scholarship and/or other incentive and support programs

☐ Required placement for participation in the QRIS or other quality improvement system

☐ Other. Describe _____

☐ None

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice)?

☒ Yes. If yes, describe

Credentials are evaluated and validated by the Georgia Professional Standards Commission (PSC), the agency in Georgia responsible for credentialing and certifying teachers. ECE professionals enter their education and training information online in the Professional Development Registry <http://pdr.dec.state.ga.us>. This site allows individuals to track their ECE career and ascertain what direction to take to increase their knowledge of child development and their ability to provide higher quality care and education.

Documentation of the individual's training and education (certificates, transcripts, diplomas, etc.) is submitted to the Professional Standards Commission for verification, and employment

roles and responsibilities are captured in order to assign a Career Level. The information in the Professional Development Registry is thus verified by staff at the Professional Standards Commission. Individual profiles are available to each registrant to use in tracking professional development. A printable resume of verified credentials including career level and employment experience is available to all registrants.

☐ No

3.4.3 Workforce Element 3 – Professional Development Capacity

Definition – For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☒ Yes. If yes, describe

Because credential requirements for teachers in child care programs and Georgia's Pre-K Program have increased, it was imperative to ascertain the availability of the required certification and degree programs. The Technical College System of Georgia (www.tcsg.edu) provides Technical Certificates of Credit (TCC), Technical College Diplomas (TCD), and Associate Degrees (AAT and AAS) in Early Childhood Education, Infant Toddler Care, Afterschool Care, Special Needs, and Administration. TCSG has a campus within 50 miles of all cities in Georgia and online courses (<http://www.gvtc.org/>) are offered for greater availability and accessibility of these educational opportunities.

Five articulation agreements currently exist between the technical colleges and the colleges/universities that offer four-year bachelor degrees in ECE. There is an articulation agreement with the Council for Professional Recognition that issues CDA Certificates and the Technical College System of Georgia. All Council-issued CDA Certificates articulate into college credit for three courses, nine hours, of ECE coursework.

The Georgia Professional Standards Commission created and has begun issuing a Birth through Five Certification in response to the demand for teaching credentials and appropriate coursework for professionals working with the birth through five populations. Georgia State University created a Birth through Five Bachelor's Degree and graduated their first ECE teacher in 2010 with student teaching completed in a Georgia's Pre-K Program classroom. The University System of Georgia offers many online courses to meet the needs of working ECE professionals seeking additional education.

☐ No

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☒ Yes. If yes, describe

The Training Approval System maintains a statewide calendar of approved training available to ECE professionals. This calendar is available online at www.training.decal.ga.gov. Trainers and training must meet state required competencies. The trainers and training opportunities are offered at varied levels to meet the educational needs of ECE professionals statewide. Training is provided for basic, intermediate, and advanced levels (I, II, and III). Trainers are required to possess credentials to train at level I, II, or III. Specialty trainers are approved to provide specific training within their areas of expertise but not necessarily within the competency needs of the beginner, intermediate, or advanced skill levels (i.e., H1N1 training, asthma, diabetes, CPR).

☐ No

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

- ☒ Standards set by the institution
- ☒ Standards set by the State/Territory higher education board
- ☒ Standards set by program accreditors
- ☐ Other. Describe
- ☐ None

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

☒ Training approval process. Describe

The process is outlined and an online training approval reference guide is available at <https://www.training.decal.ga.gov/bfts/includes/files/GCCTARG.pdf>. Training can be submitted only by an approved trainer and must meet the criteria established in the competencies. Random observations of the training sessions and mandatory evaluations of each training are required to provide quality assurance.

☒ Trainer approval process. Describe

The trainer application and discussion of approval process are available online at <https://www.training.decal.ga.gov/bfts/trainerApplication.do>.

Beginning January 1, 2011, all new trainers meet the requirements of Trainer I, II, or III (bachelor's or graduate degree in ECE, 60 hours of adult learning, three years experience in ECE, trainer orientation, two professional reference letters). All trainers approved by Georgia Training Approval prior to January 1, 2008 had three years to re-apply (until January 1, 2011) and must meet the requirements of Trainer I, II, or III.

The Specialty Trainer designation is only for those who do not meet the requirements for Trainer I, II, or III but do have qualifications in a specialty field relevant to ECE, such as Special Needs/Inclusion, Child Abuse, Infectious Disease, Safety & Injury Control, or Administrative Management of Programs. ECE is *not* considered a specialty field.

The Trainer I, II, and III designations are for those who wish to provide training in ECE.

Trainers are approved for five years, and each training is evaluated and approved prior to delivery. Unannounced observations of a sampling of training are conducted to provide quality assurance. All complaints are investigated, and trainers are assessed and reevaluated.

☒ Training and/or technical assistance evaluations. Describe

Technical Assistance providers are required to complete technical assistance training and are approved at three levels of skill and technical assistance delivery. The process is described at: <https://www.training.decal.ga.gov/bfts/technicalAssistanceProviders.do>.

Renewal of any Technical Assistance Professional Designation is required. As with any professional designation, it is important to maintain current knowledge in the field of early care and education. The Georgia Technical Assistance Professional Designation is good for three years from the date the designation is awarded. During the three-year period, technical assistance providers must complete and document 4.5 Continuing Education Units to retain the designation.

☐ Other. Describe

☐ None

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☒ Yes. If yes, describe

The Technical College System of Georgia (TCSG) has articulation agreements with five universities and colleges. The TCSG institutions are accredited and the coursework completed in the attainment of the Technical Certificate of Credit (TCC), Technical College Diploma (TCD), and/or Associate of Applied Science/Technology (AAS/AAT) articulates toward the completion of a BA/BS at those schools.

☐ No

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes. If yes, describe

The Technical College System of Georgia has an articulation agreement with the Council for Professional Recognition to accept the CDA Certificate signed by the Council as three basic ECE courses for attaining a Technical College Certificate, Technical College Diploma, or AAS/AAT. The 120 training hours alone do not articulate since there is a requirement for there to be a final assessment/test in order to provide accepted credit for coursework. However, the portfolio, parent surveys, and final observation/assessment provide the requirements of a final exam required to articulate the CDA into nine semester hours of ECE coursework toward attaining a higher credential.

☐ No

3.4.4 Workforce Element 4 – Access to Professional Development

Definition – For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

☒ Public schools

☒ Early intervention/special education

☒ Other. Describe **School Age Care**

☐ No

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

☒ Yes. If yes, describe

The Georgia Early Care and Education Professional Development System allows early care and education professionals to access their online training calendar and conduct an online search for state approved training in their database. In addition, the regional Child Care Resource and Referral Agencies publish available training on their websites and in their newsletters. Newsletters are e-mailed and also mailed to child care programs to ensure access for those professionals who do not seek information online.

☐ No

Insert web addresses, where possible:

<https://www.training.dec.state.ga.us/bfts/findtraining.do>

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

☒ Scholarships. Describe

The SCHOLARSHIPS program assists eligible early care and education professionals with tuition and mandatory fees and provides a support stipend directly to them as they pursue credentials or degrees in ECE or child development See:

<http://www.caresolutions.com/content/page.cfm/183/>.

☒ Free training and education. Describe

DECAL has specific annual training requirements for ECE in order to meet licensing and registration requirements. In addition, there are specific training requirements for Georgia's Pre-K Program teachers. DECAL delivers training at no expense to ECE professionals. There are online training opportunities for these training sessions to reduce the time away from the program and the travel expenses associated with training. The training provides Continuing Education Units and Professional Education Units for renewal of certifications (teacher certification and CDA).

In addition, "Approved Entities," other state and federal government agencies are also responsible for delivering training to child care professionals in Georgia. These entities, which include the Department of Public Health, Department of Defense, Babies Can't Wait, Behavioral Health and Developmental Disabilities, Child, Youth & School Services, Georgia State University Best Practices Training, Kennesaw State University Department of Elementary and Early Childhood Education, Southern Crescent Technical College, University of Georgia Cooperative Extension, and the University of Georgia McPhaul Child Development Lab all provide free training and education opportunities to ECE professionals.

☐ Reimbursement for training and education expenses. Describe

☒ Grants. Describe

ECE professionals may access Georgia's HOPE Scholarship and HOPE Grant programs (<http://gacollege411.org/> or www.gsfc.org/) that offer forgivable loans and grants for tuition and other educational expenses for students to attend colleges and technical schools. Georgia residents are eligible for the HOPE Grant for up to 63 semester or 95 quarter hours of study toward a certificate or diploma at public institutions regardless of high school graduation date or grade point average. To qualify for HOPE Grant funding, the certificate or diploma program must be approved by the Technical College System of Georgia or be a comparable program of study approved by the Board of Regents. Full-time enrollment is not required, but students must make satisfactory academic progress to maintain eligibility. The HOPE Grants and HOPE Scholarships are funded by the Georgia Lottery for Education.

☐ Loans. Describe

☐ Loan forgiveness programs. Describe

☐ Substitute pools. Describe

☐ Release time. Describe

- ☐ Other. Describe
☐ None

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☒ Yes. If yes, describe

DECAL contracts with Care Solutions, Inc. to provide career counseling and to manage the SCHOLARSHIPS and INCENTIVES programs for child care professionals. Care Solution staff members provide career counseling via telephone on the varied credentialing opportunities offered to ECE professionals; in person at workshops, conferences, and meetings; and online (<http://www.caresolutions.com/content/page.cfm/148/>). Professionals are advised about the requirements of the credentials and degrees, financial resources available, and local educational institutions that offer the credentials the professionals are seeking.

In addition, each regional CCR&R employs staff who advise ECE professionals preparing to submit CDA applications to the Council for Professional Recognition.

☐ No

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes. If yes, describe

A cadre of credentialed technical assistance consultants is available statewide. DECAL consultants provide technical assistance to licensed and registered child care programs and to Georgia's Pre-K programs. In addition, DECAL contracts with each regional child care resource and referral agency to provide technical assistance and coaching to child care programs to improve quality or to obtain national accreditation. DECAL also awards technical assistance contracts to agencies working with programs to attain national accreditation.

☐ No

3.4.5 Workforce Element 5- Compensation, Benefits and Workforce Conditions

Definition – For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☒ Yes. If yes, describe

Georgia's Pre-K Program requires specific credentials for Pre-K lead and assistant teachers and sets minimum salary requirements for these roles. The salary scale is located in the Pre-K Providers' Operating Guidelines located online at: <http://www.decgal.gov/Prek/GuidelinesandAppendix.aspx>.

☐ No

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes. If yes, describe

Using ARRA funding, DECAL has administered the First-time Incentive to Raise Standards for Teachers (FIRST) program that awards ECE professionals a one-time bonus of \$1200 for earning their first ECE credential. The program is time-limited because of restrictions to its federal funding.

☐ No

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☒ Yes. If yes, describe

DECAL administers the INCENTIVES program, a salary supplement program that rewards ECE professionals for their educational attainment and for remaining employed in the same child care program for 12 consecutive months. Payments range from \$500 to \$1,500 annually depending on the level of education attained. Approved applicants, who meet all program eligibility requirements, receive two equal payments over a 12-month period. Eligible professionals are receive two payments for each level of credential they earn in the progression toward a four-year or advanced degree.

☐ No

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes. If yes, describe

☒ No

3.4.6 Data & Performance Measures on the Child Care Workforce – What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children).

a) **Data on the child care workforce.** Indicate if the Lead Agency or another agency has access to data on:

☒ Data on the size of the child care workforce. Describe (optional)

The 2007 Economic Impact Study provided scientific estimates for the state's child care workforce (<http://www.dec.state.ga.us/BftS/ResearchEconomicImpact.aspx>). Currently, the Professional Development Registry is collecting information. However, the registry cannot be used to estimate the size of the workforce at this time.

☐ Data on the demographic characteristics of practitioners or providers working directly with children. Describe (optional)

☒ Records of individual teachers or caregivers and their qualifications. Describe (optional)

Georgia Pre-K lead teachers and assistant teachers must meet specific credential qualifications to be in compliance with program standards. The qualifications are verified by DECAL and documented on the rosters maintained in the Pre-K data system, PANDA, within DECAL.

The credentials of the child care workforce are captured in the Professional Development Registry. These credentials are verified by the Georgia Professional Standards Commission, the certification/credentialing agency for Georgia. The Professional Development Registry is a voluntary system available to all ECE professionals to track their careers. Participation is mandatory for any ECE professional receiving funding from DECAL including, but not limited to, Georgia's Pre-K Program teachers, SCHOLARSHIPS recipients, and INCENTIVES recipients. The system was implemented online July 2010.

☐ Retention rates. Describe (optional)

☒ Records of individual professional development specialists and their qualifications. Describe (optional)

The Trainer Approval System requires specific credentials, including a minimum of a bachelor's degree, experience working with children, and training in adult learning to be approved to train Georgia's ECE professionals. A database of approved trainers (Levels I, II, and III and specialty trainers depending on their level of credential and experience) and the training provided can be found at www.training.dec.state.ga.us. This information is maintained at the University of Georgia through a contract with DECAL.

☒ Qualifications of teachers or caregivers linked to the programs in which they teach. Describe (optional)

The Professional Development Registry provides data on the ECE professional's employment location and his/her credential.

☒ Number of scholarships awarded . Describe (optional)

Care Solutions, Inc., which manages the SCHOLARSHIPS program through a contract with DECAL, maintains data on the number of SCHOLARSHIPS awarded to eligible ECE professionals.

☒ Number of individuals receiving bonuses or other financial rewards or incentives. Describe (optional)

Care Solutions, Inc., which manages the INCENTIVES program through a contract with DECAL, maintains data on the amount of INCENTIVES bonuses awarded to eligible ECE professionals.

☒ Number of credentials and degrees conferred annually. Describe (optional)

The Council for Professional Development provides information to DECAL on the number of CDA credentials conferred. The individual educational institutions within the Technical College System of Georgia and the Georgia Board of Regents maintain data on the number of credentials and degrees each institution confers annually. At this time, there is no system in place for obtaining this data.

☐ Data on T/TA completion or attrition rates. Describe (optional)

☒ Data on degree completion or attrition rates. Describe (optional)

The Professional Development Registry tracks career level advancement/change. This system went live in July 2010.

☐ Other. Describe

☐ None

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition— For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☒ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers. Describe

Pre-K lead and assistant teachers are required to register with the Professional Development Registry. Head Start staff who provide direct care services to children are required to register with the Professional Development Registry. Direct care professionals in child care programs

receiving funding in any form from DECAL are required to register with the Professional Development Registry. Professionals providing direct care to children in other child care settings are encouraged, but not required, to register with the Professional Development Registry.

☒ Providers working directly with children in family child care homes, including aides and assistants. Describe

Family child care providers offering direct care to children may voluntarily register with the Professional Development Registry; they are required to register if they receive funding from DECAL.

☒ Administrators in centers (including educational coordinators, directors). Describe

Administrators in programs are encouraged, but not required, to register with the Professional Development Registry.

☒ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.). Describe

Child care consultants, Pre-K consultants, and CCR&R professionals providing indirect care services to children are required to register with the Professional Development Registry. All other consultants and coaches are encouraged, but not required, to register with the Professional Development Registry.

☒ Education and training staff (such as trainers, CCR&R staff, faculty). Describe

CCR&R staff are required to register with the Professional Development Registry. Trainers and ECE faculty are encouraged, but not required, to register with the Professional Development Registry.

☐ Other. Describe
☐ None

b-2) Does the workforce data system apply to:

☒ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☒ all practitioners working in programs that receive public funds to serve children birth to age 13?

☐ No

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation

related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

The Professional Development Registry was implemented July 2010. DECAL is monitoring the implementation of the system by tracking the number of ECE professionals who are registered.

3.4.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

Core Knowledge and Competencies

DECAL has set research-based minimum credentials for lead and assistant teachers in Georgia's Pre-K Program. The Classroom Scoring and Assessment System (CLASS) observations completed in each Pre-K class in the 2010-2011 school year will serve as a baseline to track changes in credentials and success in individual Pre-K classrooms. DECAL is also monitoring how staff credentialing and experience changes impact Pre-K classroom quality. Due to recent budget constraints, Georgia's Pre-K Program has been reduced from a 10-month program to a nine-month program, which has reduced Pre-K teacher salaries. Therefore, even though DECAL has not lowered the minimum educational requirement, DECAL expects that some experienced Pre-K teachers will explore moving to a higher grade level. DECAL is using the CLASS observations, conducted as a baseline in the 2010-2011 school year, as a measurement tool to track any changes in quality that may occur.

Career Pathways

DECAL developed the Career Levels for Early Childhood Education professionals based on training, education and credentials. These levels are part of the Professional Development Registry (PDR). Each level builds on the prior level credential.

Pre-K teachers and assistant teachers are required to register with the PDR and their credentials are verified through the Georgia Professional Standards Commission, the teacher certification agency in Georgia. The career level assigned is cross-referenced with the Pre-K database and the credentials of the teachers are reported and tracked. The goal is to have 90% of all Pre-K lead teachers holding a bachelor's degree or higher and 90% of all assistant Pre-K teachers holding a CDA or higher credential within the next two years.

In licensed child care programs, the lead teachers will be required to hold a CDA or higher credential by December 2012. A sampling of lead teachers will be taken from the PDR in FY2011 to obtain a baseline.

Another sampling of the early childhood workforce will be taken from the PDR to ascertain the change in credentials. Though registration in the PDR is voluntary for many of these early childhood educators, any child care professional participating in grant-funded programs provided by DECAL must be registered in the PDR.

Professional Development Capacity

Trainer approval and training approval combine with the PDR to create the Professional Development System in Georgia. Trainers are approved based on their credentials and proven knowledge of the subject for which they are providing training. The trainers are approved at levels I, II, III, and specialty trainer. The levels indicate the credential level of the trainer and indicate the level of training s/he can provide (basic, intermediate, and/or advanced). Approved trainers submit each training course they propose to deliver for evaluation. Each training is evaluated before being identified as state-approved to ensure that it addresses the ECE competencies and meets requirements. State-approved training provided by approved trainers is available through onsite training, online training modules, and conferences. An increase of 10% in available, appropriate, approved training is the goal for the next two years. In January 2011 all trainers had to meet the more stringent educational requirements. Therefore, this FY2011 data will provide a baseline of approved trainers and the training they are approved to deliver.

Access to Professional Development

DECAL is developing and expanding online teaching modules and podcasts for Georgia's early care and learning professionals. The online teaching modules will be informed by current early care and education research and innovative technology. The teaching modules will focus on the domains and developmentally appropriate practices that are indicators of high quality. The modules and podcasts will be made available to every teacher (all child care learning centers, group and family day care homes, and school systems) and all licensed/registered early care and education programs in Georgia. This accessible, effective training for professionals will increase the number of qualified teachers and the quality of care. The teaching modules and podcasts are scheduled to be released during FY2012. In the first year of implementation, DECAL will track the number of ECE professionals who complete each teaching module and measure the learning gains as demonstrated by pre- and post- assessments.

AMENDMENTS LOG

CHILD CARE AND DEVELOPMENT FUND PLAN FOR: _____

FOR THE PERIOD: 10/1/11 – 9/30/12

Lead Agencies are required to request approval from Administration for Children and Families (ACF) whenever a “substantial” change in the Lead Agency’s approved CCDF plan occurs. Please refer to the ACF Program Instruction regarding CCDF Plan amendments for more information

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-01/pi2009-01.htm>

Plan amendments must be submitted to ACF within 60 days of the effective date of the change. Under the regulation, the plan amendment must be approved no later than the 90th day following the date on which the amendment is received by ACF unless the Lead Agency and ACF mutually agree in writing to extend the period. (§98.18 (b)).

ACF encourages Lead Agencies to contact the Child Care program staff in the appropriate ACF Regional Office to discuss any proposed amendment as early as possible.

Instructions for Submitting Amendments:

Complete the first 3 columns of the Amendment Log and send a copy of the Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional Office contact. Lead Agency also should indicate the Effective Date of the amended section in the footer at the bottom of the amended page(s). A copy of the Log, showing the latest amendment pending in ACF, is retained as part of the Lead Agency's Plan.

ACF will complete column 4 and returns a photocopy of the Log to the grantee following its review and approval of the amendment. The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain "old" plan pages that are superseded by amendments in a separate appendix to its Plan. This is especially important as auditors will review CCDF Plans and examine effective date of changes.

Appendix 1

Quality Performance Report

This annual report will be submitted to ACF no later than December 31, 2012 and the first submittal will reflect the period October 1, 2011 through September 30, 2012. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory's progress in meetings its goals as reported in the FY 2012-2013 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 3 of the CCDF Plan for this Biennium. Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. Lead Agencies may provide narrative updates in the subsequent data sections, including any plans for reporting data in the future, if actual data is not currently available.

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
- Assist with program accountability and compliance efforts tied to quality investments.

This report collects data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2012-2013:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2012.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below. You may include any significant areas of progress that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., revised licensing regulation to include elements related to SIDS prevention, Lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the National Resource Center for Health and Safety in Child Care (www.nrckids.org.)

A1.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. For example, the number of programs with licensing violations will be affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A1.2.1 Number of licensed programs

- a) How many licensed center-based programs operated in the State/Territory as of September 30, 2012? _____ or ☐ Data not available

b) How many licensed home-based programs operated in the State/Territory as of September 30, 2012? _____ or ☐ Data not available

c) Does the State/Territory have data on the number or percentage of programs (i.e., paid care provided on a regular basis by an unrelated caregiver outside of the child's own home) operating in the State/Territory that are subject to licensing regulations?

☐ Yes. If yes, include the number/percentage of programs and describe

☐ No

A1.2.2 What percentage of programs received monitoring visits, and at what frequency, for each provider category during the last fiscal year?

a) What percentage of licensed center-based programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

b) What percentage of licensed family child care programs were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

c) What percentage of legally exempt providers, receiving CCDF were visited as of the end of the last fiscal year? _____ What was the average number of visits? _____

☐ Data not available

A1.2.3 How many programs had their licenses suspended or revoked due to licensing violations as defined in your State/Territory during the last fiscal year?

	Suspended	Revoked
Licensed Centers		
Licensed Homes		
<input type="checkbox"/> Data not available		

A1.2.4 How many programs were terminated from participation in CCDF subsidies due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?

Child Care Centers _____

Group Child Care Homes _____

Family Child Care Homes _____

In-Home Providers _____

☐ Data not available

A1.2.5 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? _____

A1.2.6 How many injuries as defined by the State/Territory occurred in child care during the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

A1.2.6 How many fatalities occurred in child care as of the end of the last year? Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). _____

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

- ☐ Yes. Describe _____
☐ No

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs trained on using the ELG's, Aligned the ELG's with Head Start Outcomes Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A2.2.1 How many programs were trained on early learning guidelines (ELG's) or standards over the last fiscal year?

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's
How many center-based programs were trained on ELG's over the past year?	_____	_____	_____
How many children are served in program implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many family child care programs were trained on ELG's over the past year?	_____	_____	_____
How many children are served in program implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
How many legally exempt providers were trained on ELG's over the past year?	_____	_____	_____
How many children are served in programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____
<input type="checkbox"/> Data not available			

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A3.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A3.2.1 How many programs received targeted technical assistance in the following areas during the last fiscal year?

Health and safety _____
 Infant and toddler care _____
 School-age care _____
 Inclusion _____
 Teaching dual language learners _____
 Understanding developmental screenings and/or observational assessment tools for program improvement purposes _____
 Mental health _____
 Business management practices _____
☐ Data not available

A3.2.2 How many programs received financial support to achieve and sustain quality during the last fiscal year?

a) One-time, grants, awards or bonuses:

Child Care Centers _____
 Family Child Care Homes _____
☐ Data not available

b) On-going or Periodic quality stipends:

Child Care Centers _____
 Family Child Care Homes _____
☐ Data not available

A3.2.3 What is the participation rate (number and percentage) in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year? When reporting the percentages, please indicate the universe of programs on which the percentage is based (e.g., licensed providers, CCDF providers, or all providers).

Child Care Centers QRIS _____ or Other Quality Improvement System

Family Child Care Homes QRIS _____ or Other Quality Improvement System _____

License-Exempt Providers QRIS _____ or Other Quality Improvement System _____

☐ Data not available

A3.2.4 How many programs moved up or down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year? If quality threshold is something other than QRIS, describe the metric used, such as accreditation.

Child Care Centers _____

Family Child Care Homes _____

License-Exempt Providers _____

☐ Data not available

A3.2.5 How many programs are at each level of quality? Describe metric if other than QRIS, such as accreditation.

Child Care Centers _____

Family Child Care Homes _____

License-Exempt Providers _____

☐ Data not available

A3.2.6 What percentage of CCDF subsidized children were served in a program participating in the State or Territory's quality improvement system during the last fiscal year? What percentage are in high quality care as defined by the State/Territory? **Note.** If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

Percentage of CCDF children served in participating programs _____

Percentage of CCDF children served in high quality care _____ (May define with assessment scores, accreditation, or other metric, if no QRIS.)

☐ Data not available

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

A4.1 Progress on Overall Goals

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress. You may include any significant areas of progress that that were not anticipated in the Plan, as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2012-2013 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

A4.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 How many teachers/caregivers had the following qualifications as of the end of the last fiscal year?

	Child Care Center Teachers	Family Child Care Providers
Child Development Associate (CDA)		
State/Territory Credential		
Associate's degree		
Bachelor's degree		
Graduate/Advanced degree		
<input type="checkbox"/> Data not available		

A4.2.2 How many teachers/caregivers were included in the State/Territory's professional development registry during the last fiscal year?

Staff in child care centers _____
 Family child care home providers _____
 License-exempt practitioners _____
☐ Data not available

A4.2.3 How many teachers/caregivers received credit-based training and/or education as defined by the State/Territory during the last fiscal year?

Staff in child care centers _____
 Family child care home providers _____
 License-exempt practitioners _____

☐ Data not available

A4.2.4 How many credentials and degrees were awarded during the last fiscal year? If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	Type of Credential	Type of Degree
Staff in child care centers	List and provide number	List and provide number
Family child care home providers	List and provide number	List and provide number
License-exempt practitioners	List and provide number	List and provide number
<input type="checkbox"/> Data not available		

A4.2.5 How many teachers or other professionals received technical assistance such as coaching, mentoring or consultation during the last fiscal year? Describe any data you track on coaching, mentoring, or specialist consultation. If possible, include in what type of setting the practitioner worked.

Setting	Type of Technical Assistance
Staff in child care centers	List and provide number
Family child care home providers	List and provide number
License-exempt practitioners	List and provide number
<input type="checkbox"/> Data not available	

A4.2.6 What financial supports were funded over the past fiscal year to support teachers and caregivers in meeting and maintaining standards and qualifications as of the end of the last fiscal year?

- ☐ Scholarships. How many teachers received? _____
- ☐ Reimbursement for Training Expenses. How many teachers received? _____
- ☐ Loans. How many teachers received? _____
- ☐ Wage supplements. How many teachers received? _____
- ☐ Other. Describe
- ☐ Data not available

APPENDIX 2

CCDF PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures (§98.15) that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))

- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))
- (3) it will collect and disseminate to parents of eligible children and the general public consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

CCDF Regulations 45 CFR §98.13(b)(2)-(6) require the following certifications.

1. Assurance of compliance with Title VI of the Civil Rights Act of 1964:

<http://www.hhs.gov/forms/HHS690.pdf>

2. Certification regarding debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

3. Definitions for use with certification of debarment:

<http://www.acf.hhs.gov/programs/ofs/grants/debar.htm>

4. HHS certification regarding drug-free workplace requirements:

<http://www.acf.hhs.gov/programs/ofs/grants/drugfree.htm>

5. Certification of Compliance with the Pro-Children Act of 1994:

<http://www.acf.hhs.gov/programs/ofs/grants/tobacco.htm>

6. Certification regarding lobbying:

<http://www.acf.hhs.gov/programs/ofs/grants/lobby.htm>

These certifications were obtained in the 1997 Plan and need not be collected again if there has been no change in Lead Agency. If there has been a change in Lead Agency, these certifications must be completed and submitted with the Plan.